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Extensive resource materials are presented for a complete social studies course in grades kindergarten, one, and two. Recognition is given to the fact that today's education must be multi-cultural and cross-cultural. Emphasis is placed upon the teaching of American ideals by providing materials and experiences from the various disciplines of the social sciences. Much introductory and explanatory material for the teacher is included, as well as an abundance of material for the teaching of the course. The kindergarten unit provides material on At School and At Home: Acquaintances; School Room; Family; Home; Wholesome Use of Leisure; Responsibilities; Friendship; Friends in Another City in Our Country -- Los Angeles; and People in Tokyo, a City in Another Country. The first grade material deals with At School and in the Neighborhood: Our School; Friends at School; Good Friends; School Workers; Families; Our Neighborhood; Travel from Place to Place; Our Farmer Friends; Animals from All Over the World; People in Another American City -- San Juan; and Meeting People in a South American City. Second grade materials include Our Community and Other Urban Areas of the World: Utilities and Services, Food, Clothing, Homes, Schools, and Recreation in the Community; Weather and Climate; Transportation; Communication; Another United States Urban Area - Detroit; and an Urban Area Overseas-Rome, Italy. Bibliographies are included in each section for further reference and student readings.

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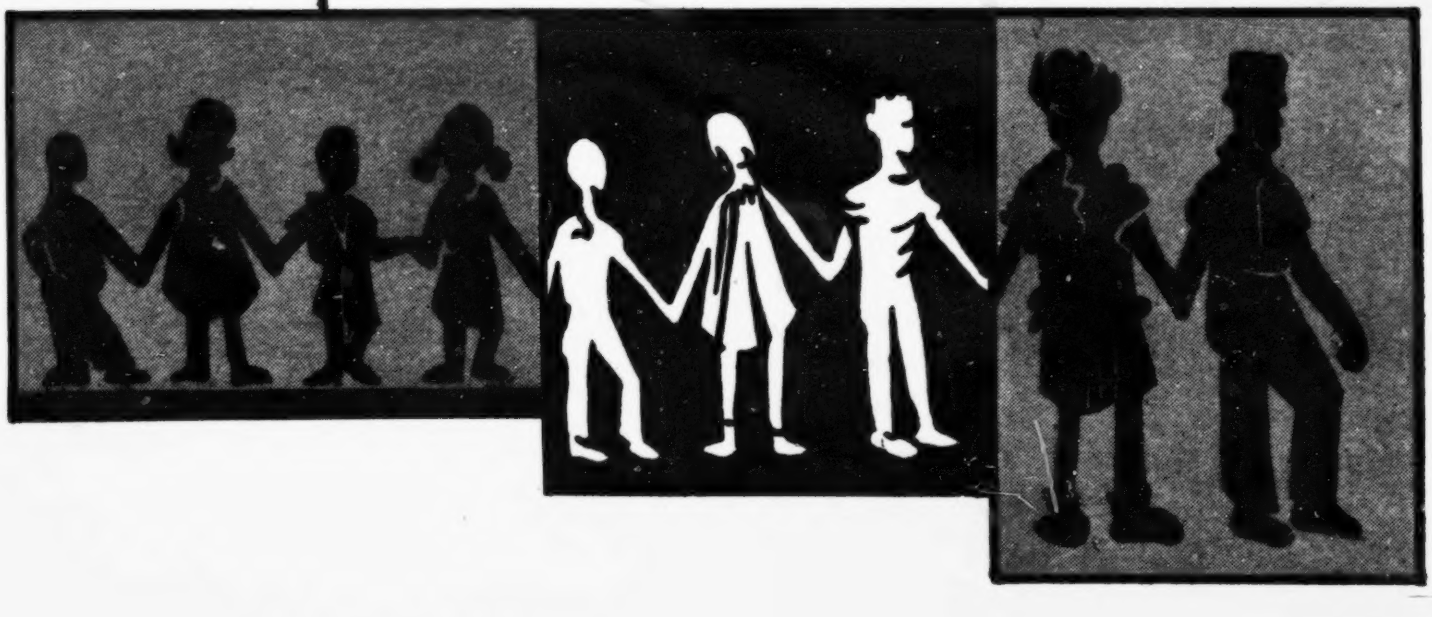
KINDERGARTEN
GRADES 1 2

ED001915

CURRICULUM GUIDE *for* SOCIAL STUDIES



CHICAGO PUBLIC SCHOOLS

ED001915

CURRICULUM GUIDE FOR THE SOCIAL STUDIES

FOR KINDERGARTEN, GRADES 1,2

Educational Materials Laboratory
Office of Education

MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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FOREWORD

The social setting is an important factor in determining what shall be taught in the social studies. We are living in an era of many and rapid changes, many of which are reflected in the social studies curriculum, including urbanization. Such trends are emphasized in the teaching of social studies in the elementary school.

All mankind—of every race and culture, of every time and place—is our concern here. Each man—in his personal needs, fears, hopes, failures, and successes—his relations with other individuals on his own or as a member of social groups—is the subject of the social sciences from which are derived the social studies taught in the elementary school. Therefore in teaching the social studies we recognize the fact that education must be multi-cultural and cross-cultural. We place great emphasis upon the teaching of American ideals.

The Curriculum Guide for the Social Studies has been developed to provide materials and experiences drawn from the various disciplines of the social sciences which will assure for each child the development of those concepts, understandings, skills, values, and ideals which are necessary for him to live a rich, full, and effective life both as an individual and as a productive member of society.

Provision has been made at each grade level for the development of such important characteristics as an appreciation of our cultural heritage, effective citizenship, economic competence, and good human relationships. It is recognized that in the decades ahead, skills in evaluation and discriminatory reading, which are especially important in this era of mass communication, problem solving skills, and the ability to make wise decisions may be crucial to the fate of mankind. A sequential skills program is integral to this curriculum; the skills are practiced at every grade level. We have made every effort to comply with the expressed desires of the teachers to provide materials at all levels that will assist them in meeting the dynamics of change.

BENJAMIN C. WILLIS
General Superintendent of Schools

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Goals of the Social Studies

We Believe:

that children should be guided toward democratic values and behaviors which are the foundation of our American way of life in order that each child will have the freedom and opportunity to develop his innate capacities in our democratic society. To accomplish this it is necessary:

to develop a sound and functional knowledge of historical events and their causes, the interrelationship of man, and the basic social processes in which man engages to meet his basic needs in his efforts to improve his ways of living

to instill a sense of responsibility in the individual toward governmental functions and their impact on daily living

to inculcate an appreciation and respect for other persons which will be evidenced in behavior toward others that is based on respect for individual dignity regardless of race, creed, national origin, or social or economic status

to stimulate the ability to think critically and creatively in all situations involving human relationships

SOCIAL STUDIES includes:

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
ANTHROPOLOGY
SOCIOLOGY
ECONOMICS
ARCHEOLOGY
SOCIAL PSYCHOLOGY
DEMOGRAPHY

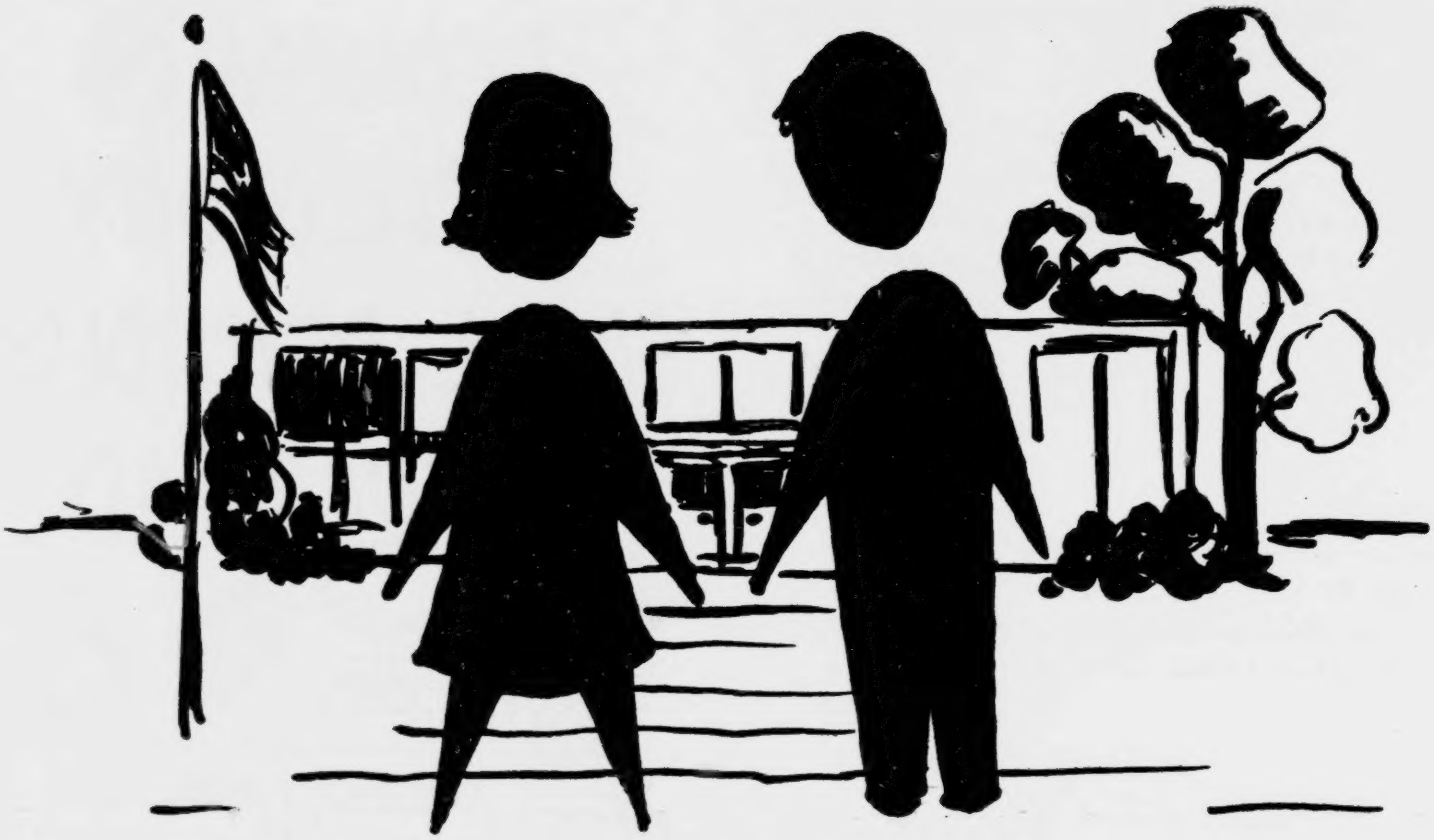
to provide practice in democratic action at school and community levels which will develop group skills and social competencies based upon respect for differences of opinion, the processes of group decision making, and a respect for the rights of the individual

to provide opportunities for each child to become a democratic person whose behavior and attitudes are consistent with our democratic principles of cooperative group living

to recognize the increasing need for world understanding, exploring implications of scientific and technological advances for human welfare

to foster a concern for the needs and problems of others in order that we may bring about changes consistent with our democratic ideals

to encourage the use of problem solving techniques in considering issues facing people in an increasingly complex society



AN APPROACH TO THE TEACHING OF SOCIAL STUDIES

A Definition of the Social Studies

In the elementary school, the social studies are concerned with man in his social and physical environment, considered from the viewpoint of the various disciplines which comprise the social sciences. Among these are history, geography, political science, anthropology, sociology, economics, archeology, social psychology, and demography. The viewpoints of these disciplines are an integral part of the approach to the subject content, which includes such areas as the ways that people live and work together; the history and development of our country, state, and city; urban living in the metropolitan areas of the world; customs, values, and cultural heritages of mankind; ideals of democracy and good citizenship. Both the content and the activities of the social studies provide opportunities to develop insight into human relations and to practice the skills, values, and ideals essential to perpetuating our American way of life.

The Role of the Social Studies in the Curriculum

Major changes in the American way of life in the last two decades, resulting from the rapid development of the basic disciplines and the changing relationships among the peoples of the world, have increased the need for developing the highest quality of democratic citizenship in all children. The responsible citizen believes in the inherent dignity of man and he is tolerant, understanding, and humane. He realizes that the freedoms of our world can be preserved and advanced in an intellectual manner. The power of depth perception may be furthered through the social studies. Through these studies,we may direct our efforts toward building a sound foundation of knowledge of our democratic way of life,an implicit faith in it and a firm belief in these values.

It is the unique function of the social studies, because of the nature of the content at the elementary school level, to constitute the basis for implementing and strengthening democratic attitudes, understandings, beliefs, and behaviors. While the focal point is the social studies, it is important to recognize that all areas of the curriculum contribute to the achievement of these goals.

Every teacher must be aware of the possibilities which exist for citizenship education in classroom, extraclass, and school activities; he should capitalize on each situation which makes effective citizenship a meaningful, live experience.

Democratic Values in the Classroom

More than any other subject field, the social studies demand that democratic values and behaviors permeate every phase of teaching and learning. All aspects of the program must be consistent with this belief - the objectives or goals to be achieved, the teacher-pupil planning, the method of work, and the process of evaluation. When democratic values are soundly established and consistently practiced by teachers and pupils throughout the entire learning process and in every classroom and school situation, the ideals of democratic citizenship can be more clearly understood and more fully realized by the pupils.

The Organization of the Committee

The committee for the social studies of the elementary school was formed from members of the Curriculum Council in the year 1961-62, as a part of the continuous program of curriculum development and evaluation in the Chicago public schools. Its members represented teaching and administrative staff from each section of the city and from schools of varying sizes

The function of the committee was to assess the status of the program in the social studies at the elementary school level, to evaluate the Supplement to the Teaching Guide for Social Studies, published in 1959, to survey the results of modern research and changing world views, to determine ways of strengthening the social studies in relation to changing needs, to provide opportunity for each child to develop to the best of his ability, and to develop additional materials to accommodate pupils of all abilities.

The committee engaged in a variety of approaches to the evaluation of the program. The following list includes some of the activities:

1. An analysis was made of the Supplement to the Teaching Guide for the Social Studies to determine the most suitable grade placement of topics in terms of the changing needs.

2. The grade placement of topics in curriculum guides from other large cities in the United States was examined.

3. The desirability and adequacy of the "theory of expanding environment cycle" for the primary grades was re-assessed.

4. Surveys of teachers' opinions and suggestions were conducted at the primary level, intermediate level, and upper grade level in all schools in the city. Responses were received from every school. These responses included reports of teacher opinion on basic questions discussed in each school at four different meetings as well as on a complete analysis of each unit in every grade. As a result of this intensive study, weaknesses and strengths in the supplement were systematically determined.

5. Resource teachers, representative of each section of the city school system, formed a team to begin the writing of the Curriculum Guide For the Social Studies during the summer of 1962.

6. A bibliography of materials dealing with the teaching of the social studies was compiled for the use of members of the committee.

7. Research findings and current materials on methods of providing greater experiences and better understandings of social studies concepts were studied.

8. The work of the summer team was subjected to further modification and expansion by the consultants in the Department of Curriculum Development.

9. University and college subject specialists were consulted.

Findings of the Survey

Among the many valuable suggestions received from the hundreds of classroom teachers throughout the city was the proposal to approach the problem of international understanding from the viewpoint of intercultural relations and cultural areas in the modern world. In the teachers' judgment, an understanding of the interdependence of the cultures of the world is essential to modern geography and foreign relations.

In response to teachers' requests and in recognition of the continuing trend toward urban living, the problems and characteristics of urban living have been incorporated into classroom topics in the grades from the primary through the upper grades. Throughout the grades, the various aspects of citizenship are integrated into the subject matter so that the practice of citizenship is a living, active process.

The Kindergarten-Primary Level

Teachers expressed the desire for a sequence of topics for each year at the primary level in keeping with the interests and needs of the modern child. The guide has been redeveloped and expanded at this level in keeping with teachers' requests. Due to influences of travel, television, and other modern communication media, awareness of the world beyond his own immediate environment is more and more a part of the experience of the child when he enters kindergarten. Therefore, while the kindergarten-primary program is based upon the theory of the "expanding environment cycle" as before, it takes the child beyond his own local environment of home, school, and community within an urban area to a similar environment in another urban area in the United States and in an urban area in another country.

This change is in keeping with the results of both research and the suggestions made by teachers in response to the city-wide evaluation of the social studies supplement. The new guide provides learning experiences and understandings commensurate with the breadth and depth of the knowledge of today's child and with the needs and challenges which will face today's child in tomorrow's world.

Necessarily there is a similarity in themes at the grade levels, since the entire kindergarten-primary program is centered about the home, school, and community both here and abroad. These recurring strands give continuity to the learning experiences of the primary child. They provide additional opportunities for the child to build upon previous concepts and to broaden the meaning of familiar concepts.

At times these themes may appear repetitious, but teachers will recognize that not all children will have the advantage of kindergarten experience. Therefore, because the initial school experience for some pupils is in the first grade, the same themes are offered but from a different and more mature point of view. The teacher, working with the group, must adjust the suggested theme to meet the needs, abilities, or interest of the class. These adjustments should be the result of a meeting with the principal and the other primary teachers in the school. Curriculum content in a school system with the diversity of pupil population found in the Chicago public schools necessarily requires adaptation to the individual school and to the particular group of pupils. However, due to the mobility of our population, it is essential to follow the outline of content which has been prepared, but to adjust it to the local situation. It becomes the task of the school curriculum committee to evaluate and select what is profitable and necessary in terms of the social, emotional, and intellectual development of the pupils in the school.

The Intermediate Level

The intermediate program extends the continuity of "the expanding environment cycle" by proceeding from the study of our own state to geographic regions of the United States, and then to geographic regions of both the western and eastern hemispheres. The subject matter content is so arranged that the child progressively studies cultures, first our own and that of our nearest neighbors and then other cultural areas and their interrelationships in the modern world.

While the approach to this material continues to be centered around man's ways of living, increased emphasis has been placed upon developing understandings, attitudes, and appreciations of the contributions of all cultures to our modern civilization. The study of cultural areas gives the teacher added opportunity to make maximum use of current events in extending and applying learning experiences and insight to the need for better world understanding. By expansion of the horizons of the pupil's awareness of other ways of living, appreciation of our own rich heritage may be obtained as a natural outgrowth.

The Upper Grade Level

The curriculum content for the upper grades, according to information from teachers of seventh and eighth grades, and findings of modern research, should be a study of the emerging United States from earliest times to the present. A chronological sequence is followed so that the pupil may be made conscious of the progressive historical changes which have contributed to the settling and founding of our nation and its rise to the rank of a great world power. The social studies program seeks to provide insight into our national development and an analysis of the cultural contributions of other nations. The increasing amount of historical content and the need to understand contemporary interrelationships of all nations must also be considered.

The understanding, appreciations, and skills necessary for informed and active citizenship that have been strengthened by study of our historical development are reinforced by a study of our national, state, and local government. An appreciation for the privileges and responsibilities in our democracy can best be developed if young citizens growing into maturity are aware of developments in the past. This maturing of a sense of responsibility is then related to a study of Chicago and its future. Thus, the entire program in the social studies is built toward the development of better citizenship in our democracy. In carrying out our program, ample provision is made in this way to comply with the requirements of Illinois Public Law 195 at the end of the eighth grade.

Format of the Materials

The format for the materials used in the *Supplement to the Teaching Guide for the Social Studies* was given general approval by the committee, the resource teachers, and the teachers in all the grades in the city-wide evaluation reports. As a result, the *Curriculum Guide* has retained the same format. Each unit has the following parts:

1. *Basic Understandings, Skills, Attitudes and Appreciations*

2. *Content* (outline)

3. *Learning Experiences and Activities*

4. *Resource Materials*

The first page of each unit is arranged in two columns. The first column on the left indicates the basic understandings, skills, attitudes, and appreciations to be developed. These have been selected on the basis of the developmental level and growth characteristics of the pupils. The second column on the left-hand page lists the outline of content for the topics to be taught.

On the right-hand page and on the pages which follow are found suggestions for experiences and activities to be performed on an individual basis or in group work by the pupils. It is intended that these suggestions be used by the teacher as guides in planning with the pupils the types of activities which are best in terms of the group and its particular purposes.

The fourth section, at the end of each unit, contains lists of resource materials available to teachers from the Board of Education approved lists of textbooks, films, filmstrips, pictures, maps and globes, music, poetry and library materials.

Organization of the Materials

At each grade level, the material is organized in units on the basis of topics in the content outline. Variations which occur in the number of units allocated to a grade have been carefully studied to determine that the amount of material is reasonable and realistic in terms of achievement.

Each unit plan represents the pre-planning which the teacher ordinarily would do in preparation for the unit. The content, the experiences and activities, and the resource materials indicate the essential elements necessary to the development and evaluation of the understandings, skills, attitudes, and appreciations set up in the columns on the page at the left. This plan aids the teacher in introducing the topics to the class for further teacher-pupil planning. Selections may be made on the basis of quality or quantity of experiences in relation to the needs, interests, and ability of the group.

The committee agreed that it was not possible, because of limitations of time and space, to provide complete resource units for each topic; nor was it deemed advisable to provide teaching-learning units based on one phase of a specific problem. It was decided that the unit plan adopted by the committee and used in this guide would provide sufficient flexibility. The units herein contain all the necessary elements of an approved resource or teaching-learning unit without the comprehensiveness of the one or specificity of the other.

Use of Materials

The units in the guide are the basic program in the social studies from kindergarten through eighth grade. Additional topics may be included based upon community events or current happenings that stimulate children's interests. It is expected that the teacher will capitalize on current interests, incorporating these as units into the regular program.

To use the materials in the guide effectively, the teacher should become familiar with the content and the general purposes stated in the overview, in addition to the suggestions in the unit. The teacher should then examine the basic understandings, skills, attitudes, and appreciations in the first column; these represent the objectives of the unit.

The understandings, stated as generalizations for teacher use, will be formulated by the pupils and therefore will be expressed in their terms. It is expected that the basic understandings will be the outgrowth of the learning experiences and will assist in organizing thinking and learning in relation to the problem studied. They also serve as a means of interpreting similar and different situations.

Three types of skills are enumerated for emphasis in each grade: map and globe skills, reading skills, and social skills. Growth in the skills should be continuous and, from the time they are introduced, it is expected that the work of each succeeding grade will extend their use and application. The skills are closely related to the content and the experiences but are not necessarily dependent upon them. At any time that children indicate readiness through interest or need for a particular skill, if it is within their intellectual grasp, the skill may be introduced.

The attitudes and appreciations represent desirable changes in behaviors. They are based upon ideals and values which are important elements of the social studies program. The behaviors selected for inclusion are closely related to the learning experiences and content but do not preclude the inclusion of others which the teacher may add on the basis of his knowledge of the children.

Use of Content Outline

The content is outlined to indicate the points of emphasis for the teacher's use. The outline should be useful in planning and organizing the sequence of understandings to be developed as well as in apportioning time to maintain a balance in the total grade program.

Scope of Learning Experiences and Activities

The learning experiences and activities include a broad range to meet the needs, to provide for the abilities, and to challenge the interest of the average heterogeneous group of children. The diversity of experiences suggested indicates the number and kinds of activities, other than reading, which are profitable for children in social studies. Special emphasis has been given to activities developing map skills, group skills, problem-solving, and critical thinking.

Provision for Individual Differences

Provision is made for varying abilities through challenging activities in research, the organization of reading and report materials, special responsibilities in group work, and the use of supplementary advanced reading materials. Activities which are marked with three asterisks are suitable for the more able pupil; those marked with one are suitable for the less able pupil. The remaining activities are suitable for the entire class. It should be kept in mind that a wide range of activities may be used with any pupil providing the depth of understanding or insight expected is compatible with the potential ability of the pupil.

In allocating the activities to ability levels, it must be remembered, however, that the determination of what may prove challenging to the more able pupil or suitable for the less able pupil must be left to the judgment of the individual teacher. The teacher remains the final judge of how these activities are used, what additions are necessary, and the appropriateness of the experiences suggested in relation to the individual child and the group needs.

Resource Materials

To facilitate the use of resource materials, lists are included of the basic and auxiliary textbooks with the numbers of the pages that are related to the understandings and content in the unit.

Library books from the approved List of Elementary Library Books, 1963 as well as those previously approved, have been listed for the convenience of the teacher.

Picture series are included from the auxiliary materials when appropriate to the topic.

Films and filmstrips from the approved list are included. Although activities are suggested for the use of films and filmstrips in the units, it is not intended that only these be used. Others are equally useful, but a selection was made to indicate some pertinent materials and a sample of the ways in which the teacher can make the best use of this type of teaching aid.

The inclusion of appropriate music, recordings, and poetry will assist the teacher in enriching the experiences of the pupils through creative and artistic media. Folk songs, native to world regions, are an excellent means of developing a better understanding of other cultures. The love of beauty is universal. The language of music and poetry through its aesthetic appeal creates a bond among all peoples.

All races, ethnic, and religious groups have made significant contributions to the greatness of our country in every period of its history. Every effort has been made to include representative leaders and their contributions. Bibliographies for the various units include representative materials appropriate to the unit and maturity level of the child.

Development and Enrichment of Understandings

At the elementary level, much time must be devoted in the social studies to the development of clear, specific concepts. Many familiar concepts have a special significance in the social studies; for example, plains, rainfall, population density, channel, democracy.

Because of the wide range of abilities and experiential background found in most groups of children, the teacher will find varying degrees of conceptual understanding from that with no meaning to that with rich, full meaning.

It is important to provide many first-hand contacts to help develop clear, concise concepts. The pupil is guided toward an accurate understanding of social studies concepts through the use of realia, models, construction projects, resource persons with personal experience in the field, other resources of the community, and critical observation during field trips. Generally, the richer the background of information the teacher provides, the deeper the understanding the pupil will have.

Concept building is a gradual process in which rich meaning at increasingly higher levels of development brings about steady growth toward broad generalizations. The making of generalizations involves the ability to perceive relationships among concepts, to recognize the existence of alternatives of choice, and to accept responsibility for choices made. For example, in the primary grades, the study of buying food for family use; and at the intermediate and upper grade levels, the problems of production in agricultural areas, the interdependence of industrial and agricultural regions of the world, and world production. These develop the process of building broader generalizations.

With each new, meaningful experience, the child is able to make more perceptive generalizations. It is important, therefore, that the same concepts be encountered again and again at succeedingly higher levels of development so the child can extend, enrich, and deepen the meanings involved in them. Varied rich understandings lead to deeper insight and more discerning generalizations.

Development of Map, Globe, and Chart Skills

Maps and globes are useful tools portraying geographic location and distribution. They are the only means of giving concrete experience to the spatial arrangement of natural and cultural features. First-hand experiences with environmental factors should precede map study whenever possible;

however, where the area studied is removed from the immediate environment and is beyond the child's ability to visualize, maps and globes are the means of clarification. The use of maps and globes should be an integral part of every social studies experience.

The interpretation of maps, and globes requires special skills, and the acquisition of these skills should not be left to chance. Throughout the elementary grades, provision should be made in the classroom activities for definite instruction in the use of these materials. To facilitate instruction, each unit lists the pertinent map and globe skills for the grade level, thus providing the sequence and the pattern for continuous development. It was not considered necessary to include in the skills section of each semester the skills previously taught; these, of course, continue to be essential in the interpretation and application of the more complex understanding of succeeding grades.

A chart, "Suggested Sequence Chart for Map and Globe Skills," is included in the materials to assist the teacher in viewing what precedes and what follows in the teaching of map skills. It may be necessary for the teachers of the primary-, intermediate-, and upper grade groups to make some adjustments until pupils have attained a level of performance in keeping with their abilities and with the optimum level of achievement. In any classroom situation, the teacher is the best judge of the group's readiness for the skills.

Reading Skills

In each unit, reading skills are listed which have been selected in relation to the developmental level of the child, the types of classroom activities, and the recommendations in the language arts program.

Reading in the social studies provides the child with the opportunity to utilize the basic reading skills in a meaningful manner. As the child reads to obtain needed information to participate in committee work, to prepare a personal report to the class, to collect data on a challenging problem, or to compare sources, the quality of his learning in the social studies improves.

Improvement in reading skill tends to be accompanied by improvement in understanding the concepts of the social studies; the two interact.

Social Skills

Social growth is an integral aspect of the social studies program. The skills selected for emphasis in each unit indicate to the teacher a pattern of sequential development in socio-civic competencies. Others of equal importance to group or individual needs may be added by the teacher.

The climate of learning in the classroom is of major importance in promoting social growth. When the learning situation is carried on in a democratic atmosphere of cooperation and mutual respect, the pupils can better understand the basic ideals of democratic living.

The learning situation promotes social growth when (1) the classroom has a friendly, comfortable atmosphere; (2) opportunities exist for children to plan and evaluate their activities; (3) children are encouraged to assume responsibility for their actions; and (4) a desire is stimulated for participation in group activities.

Current Events

The use of current events in social studies is a highly desirable and integral part of the program. Among the major purposes in utilizing current events in the classroom is the need to help children understand that history is an ever-evolving process, that current events are history, and that history is part of their lives. Today's events become a part of our historical heritage. It is important, too, that children see and understand that today's happenings are an outgrowth, or a result of yesterday's events. Current events used in relation to the units being studied can contribute to the development of a sense of historical perspective and continuity. The amount of information obtained from the daily news reports can bring pertinent facts to the study of world cultures which are changing constantly.

A study of current events is a means of developing critical thinking. It is a means of knowing about the achievements of other people. Because of the importance of current news in relation to social studies understandings, extensive use should be made of these materials at all grade levels.

The reading of current affairs presents several difficulties for the elementary school pupil; namely, that of selection due to the relative significance of the type of news items in local newspapers, that of vocabulary, and that of interpretation due to a lack of sufficient background in the subject. Each of these problems presents a challenge to the teacher, but it does not follow that newspaper reading should be eliminated. Rather, it does indicate that the teacher has a definite responsibility in relation to the development of skill in reading and interpreting current news. The teacher may use current events as a guided reading lesson pointing out the need for careful analysis of news events in the light of contributing world events.

Perhaps the best solution to initiating the reading of current events is to be found in the utilization of children's publications in this field. The advantages of the many materials available are in the selection of news items on the basis of interest and needs, in the simple vocabulary, and in having the same topic available to all members of the class. (Some publications use the same news topic in each weekly edition.) Papers at several grade levels may be used in the class simultaneously, thus making provision for a range of reading abilities.

During the latter part of the middle grades and in the upper grades, provision should be made for including items of interest from newspapers and magazines. These materials may supplement or replace the children's publications according to the needs or purposes of the activity in the unit. Newspaper reports, a primary source in history, should be evaluated on the basis of reliability, relevancy, sufficiency, and interpretation.

At all times, the teacher must be ready to capitalize on the interest children express in current affairs since they offer excellent opportunities for motivating an interest in historical happenings and creating a desire to explore further information on the topic. For example, the picture which a primary-grade child might bring to school of an important person, such as that of Colonel Glenn or other astronauts provides an excellent opportunity to discuss significant historical information at the primary level.

Student Council

Pupil participation in planning and managing school activities provides numerous opportunities to apply the basic elements of democratic citizenship. Because the school is a unit very similar in structure to the community, the practice of effective citizenship in school life often lays the foundation for effective participation in community life. The student council provides opportunities to practice respect for the rights and the opinions of others, stimulate a loyalty to the group, emphasize the achievements and effectiveness of group action, and engage in intelligent problem-solving in meaningful activities.

Development of Concepts of Time

To understand historical continuity, an insight into the historical relationship of the past and present is necessary. Throughout the units, numerous activities are included in a sequential pattern to aid in the development of a "time-sense." Some of the techniques suggested include making a series of pictures showing the development of a process such as transportation; relating happenings to events in the lives of famous people or to other historical events elsewhere in the world; organizing events in sequence; and using time lines to note the span of time in historical periods.

Through the continued application of the suggested techniques it is expected that children will develop the ability to understand terms used in historical time, think of events as a part of a chronological series, relate events of similar periods, and develop an understanding of duration of historical periods.

Development of Concept of Space and Distance

To understand geography it is necessary that the concepts of space and distance be developed through growing awareness of the physical location of people, places, and regions, the distribution of people and products, the pattern of distribution and relative sizes and shapes of earth space as well as earth distance.

Through actual experience of walking, seeing, or even measuring a yard, a rod, a mile, the pupil is given the opportunity of visualizing and relating actual space and distance to map, globe, or statistical measures.

Evaluation: Purposes, Criteria, and Techniques

Evaluation in the social studies, a continuous process of determining the kinds and extent of changes in behavior which result from learning experiences, achieves several purposes. Evaluation enables the teacher to gain insight into children's needs, problems, strengths, and weaknesses. Through this information, the teacher is guided in planning units, in selecting materials and experiences, and in redirecting and reorganizing teaching procedures. Evaluation also assists in interpreting pupil growth to the parents.

To be effective, evaluation must be (1) cooperatively developed and carried out; (2) made an integral part of instruction; (3) utilized as a continuous process; (4) made in relation to objectives; (5) made in a variety of situations; (6) based upon a knowledge of pupil ability, maturity, and previous experience; and (7) based upon growth in understandings, skills, attitudes, and appreciations.

Evaluation may be made—

through observation by the teacher:

groups and individuals at work and at play
use of map and reading skills
individual ability to plan and work
individual ability to lead or follow the group

through teacher evaluation during discussion:

individual contribution to group planning
pupil evaluation of progress
personal interviews
special reports

through charts and checklists:

individual or group progress
individual or group procedures
growth in social skills

through testing:

pre-testing for diagnostic purposes
understanding of specific learnings
ability to use skills in interpretation
post-testing for growth and achievement

through self-evaluation by the pupil:

progress and achievement
satisfaction of accomplishment.

THE KINDERGARTEN-PRIMARY PROGRAM

Purpose

At the kindergarten-primary level, the general purpose of the social studies program is to guide children in the development of attitudes, behaviors, and skills which will, within the level of their maturity, (1) create an understanding and appreciation of the people, places, and ways of living in their immediate environment, in other urban communities of the United States, and in urban areas elsewhere in the world; and (2) enable them to gain a beginning understanding of the many people who inhabit the earth, who have similar problems in ways of living but who solve these problems in different ways according to the cultural pattern in the community; (3) help them grow in the ability to work efficiently and cooperatively with others.

Content

The content is concerned with the study of the activities of children and their families as they live and work together in the home, the school, and the community. This is expanded to include in kindergarten, first, and second grades a study of homes, schools, and communities in another American and another foreign urban area as well. This ever-widening cycle is in keeping with the needs and abilities of the modern primary child. By the time the child reaches the second grade he is receptive to and aware of the problems of transportation, communication, and the effects of weather and climate upon the ways of living in a given area. From the suggested learning activities and experiences, the teacher may make selections which will best foster the basic understandings and skills to be developed by the topic selected for study. Other topics may be added to enrich the basic program and to ensure sufficient opportunity at each grade level for a balanced program.

Inasmuch as some social studies topics involve concepts of a difficult nature, the level of difficulty was thoroughly considered in selecting topics for the primary grades. Recurrent themes of the various aspects of community life, building gradually toward the more difficult concepts at successive grade levels, will contribute to broader generalizations and deeper insight concerning man's activities as he works to improve his way of living throughout the world.

Program of Experiences

In the kindergarten-primary program, the classroom experiences and activities are organized in a sequential pattern to provide for continuity in the basic understandings, skills, attitudes, and appreciations being developed. The experiences have been selected on the basis of the maturation level of the child and the interests which are common to this level of development. A broad range of experiences suitable for individual or group work has been utilized to challenge the potential of each child and to achieve quality in learning within a wide range of abilities and needs.

Group Work

Group work at all developmental levels has significant value to children. Through cooperative group work in the primary grades the child gains practice in learning to work effectively with others and develops a sense of responsibility to the other group members. Although group work begins in a limited way and operates in a simple, informal manner at the primary grade level, it should become a continuous process from the kindergarten through all the elementary grades. Beginning groups will need specific help and guidance from the teacher. Projects must be kept within the level of ability in order that results may be satisfying and productive to the group projects which can be successfully undertaken by the pupils.

Critical Thinking and Problem-Solving

The habit of using critical thinking and a methodical approach to problems should be introduced in the primary grades. Because the level of maturity determines the extent to which skills may be developed and put into practice, it is understood that in the beginning grades these skills are developed in a limited way. Opportunities to use these skills often arise from problems of construction, in planning for field trips, and in significant questions asked by the children about current happenings. Children in the primary grades will need specific help and considerable guidance from the teacher in developing the fundamentals of these techniques. Young children should be encouraged to observe carefully, to suggest ways to solve problems, to try out ideas, to judge how well the solutions worked, and to come to some conclusions about the problems.

SOME GROWTH CHARACTERISTICS FOR EARLY CHILDHOOD	SOME IMPLICATIONS FOR THE TEACHER OF SOCIAL STUDIES
Need for physical activity	Provide construction work; trips through the school or neighborhood; building with blocks; dramatization; games; songs and rhythms.
Short attention span increasing with maturity	Plan short units of interest ranging from a few days to two weeks. Schedule a certain period each day for working on unit activities. Keep period short and provide for carry-over of interest.
Limited ability to work cooperatively increasing with practice and maturity	Initiate group work with small groups of two or three pupils in the beginning, later on increasing this number to five or six. Provide much needed guidance. Let groups choose own leaders or share the leadership role.
Interests in immediate environment; subject to rapid change	Center units about home life, school life, the immediate neighborhood. Be ready to change quickly if new center of interest arises or unit loses its appeal.
Natural curiosity and desire to explore	Stimulate curiosity with many materials—pictorial or manipulative. Let children try them—look, feel, smell. Make use of materials children bring to school. Use concrete materials and first-hand experiences to build accurate concepts.
Imagination and creativity	Give recognition to creative efforts in art, music, and dramatics. Provide opportunities for self-expression as a means of illustrating first-hand experiences, such as "share and tell" periods, impromptu dramatics.
Need for self-realization and acceptance as a part of the group	Encourage discussion and sharing of experiences. Guide children toward improving their ability to work with others, to take turns, to respect the contributions of others. Let children take part in planning and evaluating their efforts.

Increasing independence in thinking and in actions.	Provide opportunities for planning ways of solving problems related to construction work or to group play. Analyze consequences of plans in relation to other plans in the group. Encourage choice discrimination in selecting materials, games, and songs.

SUGGESTED SEQUENCE CHART FOR MAP AND GLOBE SKILLS

GENERAL	SPECIFIC
Ability to Express Self on Maps	Reading and making maps
Making and Constructing Maps	
Ability to Orient and Note Directions Using Maps	Using maps and globes to learn directions and map orientations
Ability to Locate Places and to Express Relative Location on Maps and Globes	Using maps and globes to locate key places
	Understanding the use of map grids for specific location
	Understanding the relationship between surface features and man's ways of living

The grade placement of the map and globe skills suggested in the following table is flexible. With each group of pupils, the teacher will find it necessary to make adjustments according to individual abilities, previous learnings, and topics of interest. Any selection should be based on the specific need for this skill and the immediate, practical use which can be made in understanding the problem or topic under study. The skills should begin with simple concepts and understandings, and the experiences should progress successively to include more complex understandings and broader generalizations at each grade level.

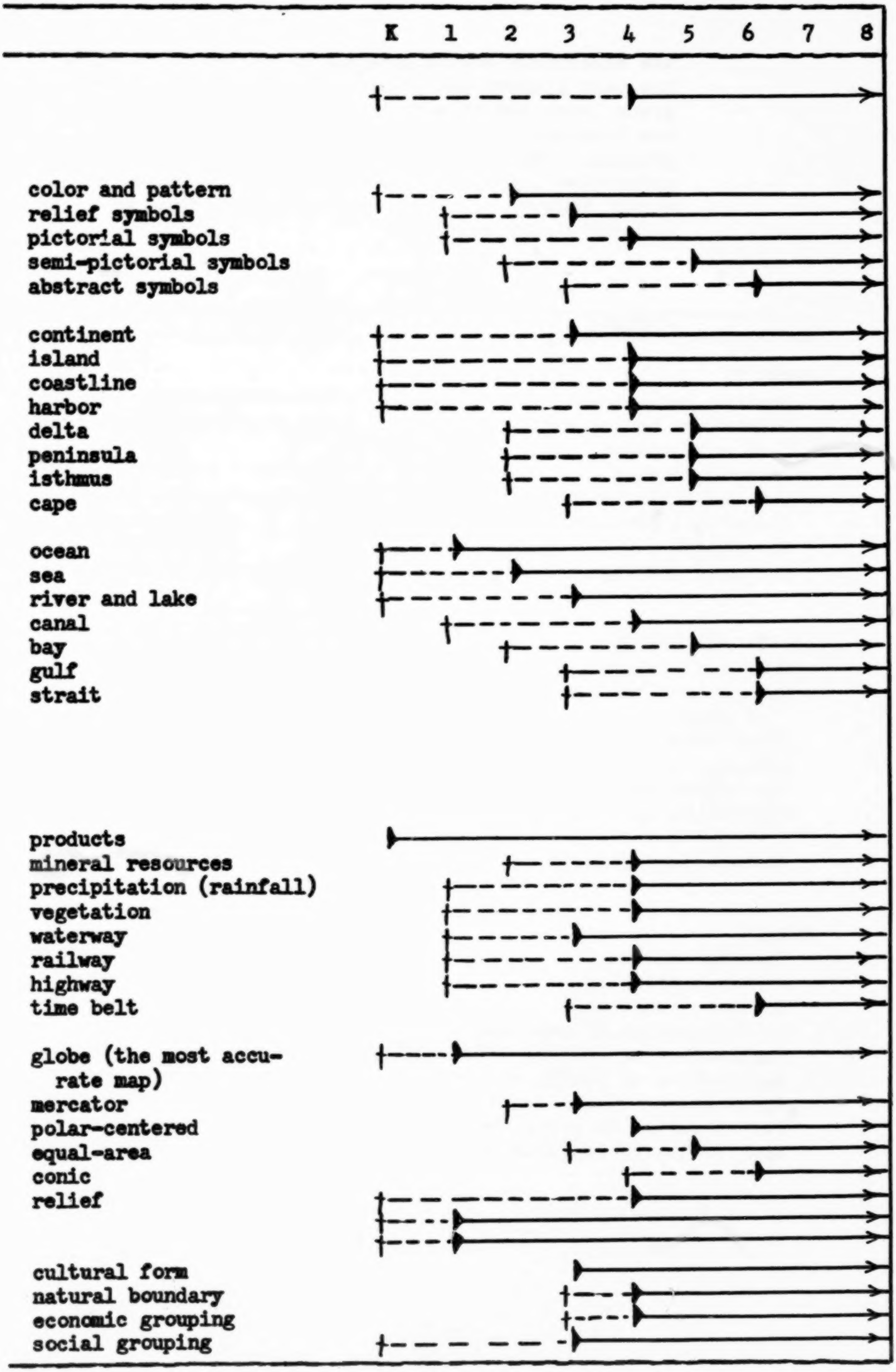
SUGGESTED SEQUENCE CHART FOR MAP AND GLOBE SKILLS

	K	1	2	3	4	5	6	7	8
	▶	—	—	—	—	—	—	—	→
left and right	▶	—	—	—	—	—	—	—	→
up and down	†	▶	—	—	—	—	—	—	→
North and South	†	▶	—	—	—	—	—	—	→
East and West	†	- -	▶	—	—	—	—	—	→
the 4 main in-between directions									
continent	†	▶	—	—	—	—	—	—	→
country	†	- -	▶	—	—	—	—	—	→
state	†	- -	- -	▶	—	—	—	—	→
province			- -	- -	▶	—	—	—	→
city	†	- -	- -	▶	—	—	—	—	→
capital		†	- -	▶	—	—	—	—	→
historical places		†	- -	▶	—	—	—	—	→
point of interest		†	- -	▶	—	—	—	—	→
North Pole and South Pole	†	▶	—	—	—	—	—	—	→
equator	†	- -	- -	▶	—	—	—	—	→
Tropics of Cancer and Capricorn			†	- -	▶	—	—	—	→
Arctic Circle and Antarctic Circle			†	- -	▶	—	—	—	→
great circle routes	†	- -	▶	—	—	—	—	—	→
latitude and longitude — degree			†	- -	▶	—	—	—	→
low, middle, and high latitudes			†	▶	—	—	—	—	→
elevation	†	- -	- -	- -	▶	—	—	—	→
relief	†	- -	- -	- -	▶	—	—	—	→
slope	†	- -	- -	- -	▶	—	—	—	→
mountain	†	- -	- -	- -	▶	—	—	—	→
hill	†	- -	- -	▶	—	—	—	—	→
plateau	†	- -	- -	- -	▶	—	—	—	→
plain	†	- -	- -	▶	—	—	—	—	→
valley	†	- -	- -	▶	—	—	—	—	→
moraine	†	- -	- -	▶	—	—	—	—	→
canyon	†	- -	- -	- -	▶	—	—	—	→

† Readiness
▶ Formal Introduction
→ Simple to More Complex Understandings

SEQUENCE CHART (continued)

	Using globes to understand man's exploration into space
Ability to Read Maps and Note Distributions	Using map symbols and reading the map legend
	Identifying land forms
	Identifying water forms
Ability to Recognize Scale and Compute Distances	Determining scale of miles
	Determining area visualization
	Interpreting and drawing inferences from special purpose maps and globes
	Becoming acquainted with various projections — their advantages and limitations
	Using the globe to learn the causes of day and night and the differences in seasons
	Identifying man made forms


K
1
2
3
4
5
6
7
8
color and pattern
relief symbols
pictorial symbols
semi-pictorial symbols
abstract symbols
continent
island
coastline
harbor
delta
peninsula
isthmus
cape
ocean
sea
river and lake
canal
bay
gulf
strait
products
mineral resources
precipitation (rainfall)
vegetation
waterway
railway
highway
time belt
globe (the most accurate map)
mercator
polar-centered
equal-area
conic
relief
cultural form
natural boundary
economic grouping
social grouping

STRANDS OF THE SOCIAL STUDIES PROGRAM

The elementary school program in the social studies has been planned and organized to emphasize, at each grade level and in each year, certain elements which are fundamental to the unity of the social studies program. These elements, or strands, included the principles and values inherent in the purposes of social studies and necessary to the practice of effective citizenship.

STRANDS	Kg.	1	2	3	4	5	6	7	8
CONCEPTS									
Meeting basic needs	*	-	-	-	-	-	-	-	-
Adaptation to and modification of environment	*	-	-	-	-	-	-	-	-
Interdependence	*	-	-	-	-	-	-	-	-
Use and Conservation of resources	*	-	-	-	-	-	-	-	-
Historical development			*	-	-	-	-	-	-
Government			*	-	-	-	-	-	-
Cultural heritage	*	-	-	-	-	-	-	-	-
VALUES AND IDEALS									
Self-realization	*	-	-	-	-	-	-	-	-
Respect for the dignity and worth of others	*	-	-	-	-	-	-	-	-
Human relations	*	-	-	-	-	-	-	-	-
Citizenship and its responsibilities	*	-	-	-	-	-	-	-	-
Patriotism and love of country	*	-	-	-	-	-	-	-	-
Aesthetic, spiritual, and moral values	*	-	-	-	-	-	-	-	-
Respect for property	*	-	-	-	-	-	-	-	-
SKILLS									
Problem solving	*	-	-	-	-	-	-	-	-
Critical thinking	*	-	-	-	-	-	-	-	-
Economic competence	*	-	-	-	-	-	-	-	-
Interpretation of maps and globes	*	-	-	-	-	-	-	-	-
Application of communication skills	*	-	-	-	-	-	-	-	-
Application of social skills	*	-	-	-	-	-	-	-	-
Application of reading skills	*	-	-	-	-	-	-	-	-
Participation in group work	*	-	-	-	-	-	-	-	-
Application of research skills			*	-	-	-	-	-	-

AN OVERVIEW OF THE KINDERGARTEN PROGRAM

AT SCHOOL AND AT HOME

Meeting the needs of the child entering school for the first time is the primary objective of the kindergarten program. Teaching must be directed toward developing good citizenship habits and qualities within the scope of the individual student. Each teacher must realize that the developmental pattern of the class is dependent upon the social, economic, and cultural background of each student. It is the task of the kindergarten teacher to guide each child to develop self-confidence in his own potential and to use his talents to improve the atmosphere of the class. The content in the social studies is directed toward behavior changes which are needed for cooperative and successful group living in school and in the home. In studying about children in other places in the world, the pupil is guided toward respect and understanding of the worth of every person.

The major emphasis in the kindergarten social studies program is on the activities of children and their families in home and school living, and the relationship of the children to other children in the United States and around the world.

The specific goals of the learning experiences of the kindergarten program are:

to encourage a beginning awareness that group interaction promotes experiences that are conducive to effective learning

to develop an experiential background which contributes to accurate concepts of school and family life

to stimulate the extension of feelings, sensitivities, and capacities for relating self to others across barriers of cultural distance

to foster the beginning of a workable knowledge of American laws and symbols which are inherent in our national heritage.

KINDERGARTEN

UNIT I

ACQUAINTANCES

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. My identification
The pupil should understand that:	Name Address City
Every boy, every girl, and every adult is a distinct individual, different in some ways from everyone else.	
All living creatures, whether human or animal, have a place in which they seek shelter and live.	B. My interests Pets Toys
To become acquainted with one another is to make friends with one another.	Games Songs People
Where many people live together in a small area, it is important that all get along well together.	C. My new friends
Enjoying oneself in play is one of the basic needs of a healthy, happy person.	Similarities Differences
All people need and want friends.	
All people are both alike and different in many ways.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. My Identification

Listen as the teacher tells about the many similarities among his classmates, such as: all have two hands and feet; all live in a house; all have a family whether it has one member or twelve members; all like coming to school; all want to learn many things and will have fun learning things together with other classmates.

Help the teacher emphasize various other similarities, such as those among children who have blue eyes; those who have brown eyes; those who are the same height; those who like to sing. List with the teacher the many ways in which children and grown-ups are similar.

Listen as the teacher brings out the differences and similarities among children as she asks the likes and dislikes of two classmates who are similar and two classmates who are dissimilar in physical appearance.

Help the teacher list on the board favorite objects and experiences. Observe as she points to the items and counts the number of different enjoyments:

Fred likes to roller skate.
Jack likes pizza pie.
Deborah likes to play house.
Roberta likes to visit the dime store.
Robert likes to ride his bicycle.
Kenneth and Sandra like school.
Edward likes to help teacher.

Help the teacher collect pictures of favorite diversions. Cut and paste them on poster paper and entitle it, "We like to ....", and complete captions under each picture, with such words as play, help mother, shop, read, go to school. Build a bulletin board around these posters.

Make a booklet of best liked experiences using magazine pictures as illustrations.

Tell about things he likes doing by sharing experiences during "show and tell" time and by bringing various objects to class which relate to his interests.

View the filmstrip "The New Pupil" from the series School Community. Discuss ways in which to make new friends feel "at home" in the classroom.

Note: From the experiences and activities suggested, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

In developing map and globe readiness, the pupil should:

learn the name for a map

learn the name for a globe.

In developing reading readiness, the pupil should:

associate words with pictures

interpret the story in a picture

"read" the story in a picture

increase speaking vocabulary

associate colors with objects and pictures

interpret the action in pictures

participate in making picture dictionaries.

In developing social skills, the pupil should:

practice courtesy

build habits of cooperation and sharing

participate with others in group work

organize work and play materials

gain self-confidence.

Attitudes and Appreciations

The pupil should:

become aware of himself as a distinct individual with something to give to the group and to other individuals

appreciate the need for mutual cooperation among members of his own class society.

Play the game, "Guess, Guess 'Til I Say Yes." (See suggestions for the teacher).

View the film "The Ugly Duckling" and consider the many reasons for being patient, understanding, and friendly to everyone.

Draw or paint self-portraits with emphasis on color of eyes, hair, and other physical characteristics that make each child different, yet a member of the group.

Listen as the teacher explains that she loves each boy and girl in her class, and that she loves them because they are different in what they like, what they can do, and because they will all grow up to be distinct and important individuals.

Learn the number and street name or address of his house, and share interesting facts concerning its size and color and the number of rooms it has.

View the filmstrip "A Big City, U. S. A." from the series 104-Big City U. S. A., and talk about what he has seen of his own city.

Discuss with the teacher all the wonderful things in Chicago, such as, homes, schools, streets, parks, and other interesting features.

Share and discuss all the wonderful things that are a part of the neighborhood and the points of interest that have been seen and appreciated.

Draw pictures of several buildings on the block and contrast and compare them according to size, color, building materials used, and function.

Observe as the teacher introduces the globe and presents simple concepts, such as the earth is a round ball; there are both land and water on the earth; the land areas are called continents; we live on a continent. Note as she points to North America and then to our city and state. Observe as she pinpoints Chicago by placing a flag which says, "I live here" in the center of Chicago.

Make his own clay model of the globe with a flag inserted to locate Chicago.

Observe as the teacher introduces the new flat map of the United States and again points out Chicago. Help the teacher place the "I live here" flag in its proper place. Listen as she tells about and points out other cities where some pupils may have lived. Make several flags stating, "Tom lived here" or "Bob lived in Denver" and place accordingly. Place flags that pinpoint the cities from which the parents or grandparents of some of the children came. Invite some parents and grandparents to describe the cities from which they came, emphasizing the similarities to Chicago. Be guided to realize that different dots on the map are symbols for different cities, but that all have people, homes, streets, schools, and places where people work.

B. My Interests

Help the teacher list the many kinds of animal and pet friends he has and illustrate this chart:

Bill has a canary.
Michael has a guinea pig.
Evelyn has a baby kitten.
Pat has a little turtle.
We have some fish in our room.

Help the teacher list the many games he likes to play in school and keep a record of the times he plays these games. Learn new games and teach them to new friends.

Listen to poems about "Things I Like", such as "The Ordinary Dog" by Nancy Byrd Turner, "A Kitten" by Eleanor Farjeon, "The Animal Store" by Robert L. Field, "Grownups" by William Wise, "New Shoes" by Alice Wilkins, "The Sun" by John Drinkwater, "My Brother" by Dorothy Aldis, and "First Snow" by Marie-Louise Allen.

Dramatize the most interesting characters or sections in the foregoing poems.

Sing songs about school, such as "At School" or "Time for School."

Make a large picture dictionary about pets, toys, people, and objects of interest. Consider reasons for selecting these special items as favorites.

Play the games "7-Up" and "Mix-Up" (See suggestions for the teacher) to become better acquainted with friends and classmates.

Learn about others by viewing the series of filmstrips Adventures in Character Dimensions and understand the concepts pertaining to learning to work and to play with others.

Discuss ways each child can contribute to happy school life, to happy home life, to happy mealtime, or happy play life.

Play "house" in the kindergarten and invite all new friends to listen to and participate in songs and games that are fun to share together. Invite several guests to the house and introduce them by name to each other. Participate in social conversation with the guests.

C. My New Friends

Ask his mother, father, or other adult members of his family to list some of their friends. Bring this list to school and ask the teacher to read it to other class members.

Help the teacher list the friends he has both in and out of school, including:

- his principal
- his teacher
- his classmates
- his doctor
- his dentist
- the postman
- the fireman
- the policeman
- the grocer
- the playground supervisor

Help the teacher explain the job and duties of these friends. Be guided to realize that differences in physical appearance or likes and dislikes do not hinder people from becoming friends, from helping one another, from being kind and polite to one another.

Help the teacher list the new friends he would like to make while in kindergarten, such as the librarian, engineer, first grade teacher, and others. Visit these people during the year and learn more about them.

Listen as the teacher reads the books, I Want To Be a Policeman, or I Want To Be an Engineer by Carla Greene and learn that even though these people differ in many ways, they are our friends.

Bring snapshots or photographs of family members to school or take pictures in school of new friends. Label these pictures and hang them on the bulletin board with appropriate titles or captions to illustrate the understanding that even though family members and school friends look different and are different, they are our best friends. Use some of the sample captions and titles below:

Friends are fun to make

Friends are good to have

See our friends

Bob's Friends

Peter's Friends

Carol's Friends

Sam's Friends

Our School Friends

Draw or paint pictures of the children, teacher, or other faculty members. Tell original stories about the pictures.

SUGGESTIONS FOR THE TEACHER

Several activities can be planned in accordance with this unit to emphasize understandings and skills, but discretion and caution in the selection of these activities must be applied in order to gear each activity or experience to the emotional and intellectual level of the children involved.

Manuscript each child's first name on a 2" X 3" piece of tagboard. Have each child draw a picture of himself. Arrange a bulletin board with the child's name under the corresponding picture. When attendance is taken, point to the child's name and ask the child to stand and say, "Good morning, Miss ________________."

In a week or so have the child walk to the bulletin board when his name is called and point to his own name tag, but, as before, responding verbally.

The child, through association, will become familiar with "reading" his own name; will become familiar with the teacher's name; will begin to understand that all names sound and look different.

When the child becomes acquainted with his name, place all of the name tags in a row on the bulletin board or on a table; let the child select his or her own name tag when called. Allow the child to place his or her name under the corresponding picture.

Plan several introduction periods; ask each child to tell his or her hair color, eye color, type of house lived in, objects of interest, such as a favorite pet or toy he has or wishes to have.

Introduce the game "Guess, Guess, 'Til I Say Yes." Select two or three interesting and outstanding characteristics about a child. Tell these individual facts without telling the name of the child. Have various children guess the name. Keep adding other interesting characteristics until the child's name is guessed; for example, "Who can tell me the name of the person in our room who has big brown eyes, brown curly hair, knows how to tie his shoe laces, and smiles a happy smile all day long?" or "Who knows the pretty little girl who walks down the hall nice and tall, likes to help teacher feed the fish and water the plants, has two baby brothers, and has a name that rhymes or sounds almost like 'cat' and 'hat'?"

Introduce the game, "Mix-Up." Select three children by name, to stand in the front of the room, side-by-side. Stand behind each child as you call out his name. When all their names have been called, repeat this action once again but add a number as follows: "Carolyn is number one, Vickie is number two; Peter is number three." (The children will spontaneously verbalize this action with you). Ask the three children to march out of the room and change places. When the three children march back into the room, they will be out of place. Ask a child to volunteer the name of each of the three as he or she states his number. Repeat the child's name with all of the children in the class. This may be repeated until five or six children are in the group waiting to be named according to the number given them.

Introduce the children to a broader concept of themselves by acquainting them with other school children. Present magazine or newspaper photographs of children going to school around the world.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family and School (Primer)
(Benefic) pp. 4-10, 14-18

Durell, et al.
Basic Social Studies Discussion Pictures
(Row Peterson)

Hanna, et al.
At School (Grade 1)
(Scott Foresman) p. 17, 19-27

McIntire and Hill
Billy's Friends (Primer)
(Follett)

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and School
(American)

Heffernan and Anderson
Girls and Boys at School (Primer)
(Harr Wagner) pp. 3-63

Thomas, et al.
Stories about Linda and Lee
(Ginn) pp. 6-12

LIBRARY

Alexander, Anne
I Want to Whistle
Abelard, 1958 (Gr. K-2)

Aldis, Dorothy
All Together
Putnam, 1952 (Gr. K-2)

Aldis, Dorothy
Hello Day
Putnam, 1959 (Gr. K-4)

Barr, Jene
Good Morning, Teacher
Whitman, 1957 (Gr. 1-2)

Becky (pseud.)
Tall-Enough Tommy
Hale, 1946 (Gr. 2)

Beim, Jerrold
Smallest Boy in the Class
Morrow, 1950 (Gr. 2-5)

Dolch, Edward W.
Some Are Small
Garrard, 1959 (Gr. 1)

Duncan, Lois
Littlest One in the Family
Dodd, 1960 (Gr. K-2)

Field, Rachel
Prayer for a Child
Collier, 1932 (Gr. K-2)

Gay, Zhenya
Small One
Viking, 1958 (Gr. K-2)

Gay, Zhenya
Who Is It?
Viking, 1957 (Gr. K-2)

Greene, Carla
I Want to Be A Policeman
Children's Press 1958 (Gr. 2-4)

Greene, Carla
I Want To Be A Train Engineer
Children's Press, 1956 (Gr. 1-3)

Hastings, Evelyn
About Playground Fun
Melmont, 1955 (Gr. 1-2)

King, Ruth
Susie
Abelard, 1952 (Gr. K-2)

Krasilovsky, Phyllis
Very Little Boy
Doubleday, 1962 (Gr. K-2)

Krasilovsky, Phyllis
Very Little Girl
Doubleday, 1953 (Gr. K-2)

Memling, Carl
What's in the Dark?
Abelard, 1954 (Gr. K-2)

Slobodkin, Louis
Excuse Me, Certainly
Vanguard, 1959 (Gr. K-2)

Slobodkin, Louis
Thank You--You're Welcome
Vanguard, 1957 (Gr. K-2)

Steiner, Charlotte
Where Are You Going?
Doubleday, 1946 (Gr. K-2)

Thayer, Jane (pseud.)
Where's Andy?
Morrow, 1954 (Gr. K-2)

Tudor, Tasha
I Is One
Walck, 1956 (Gr. K-2)

Vreeken, Elizabeth
Boy Who Would Not Say His Name
Follett, 1959 (Gr. 2-3)

Williams, Gweneira
Timid Timothy
Scott, 1945 (Gr. K-2)

FILMS

Family Life
11 min. b & w X-F-85

Family Teamwork
16 min. color X-F-87

The Little Red Hen
10 min. color X-L-42

The Ugly Duckling
10 min. b & w X-U-15

FILMSTRIPS

Adventures in Character Dimensions
(2078) color
International

104-Big City U.S.A.
(2160) color
"Big City, U.S.A."
American

School Community
(2006) color
"The New Pupil"
E.B.F.

MUSIC

Living Together at Home and School
"At School" p. 44

Music through the Day
"Who Are You?" p. 3

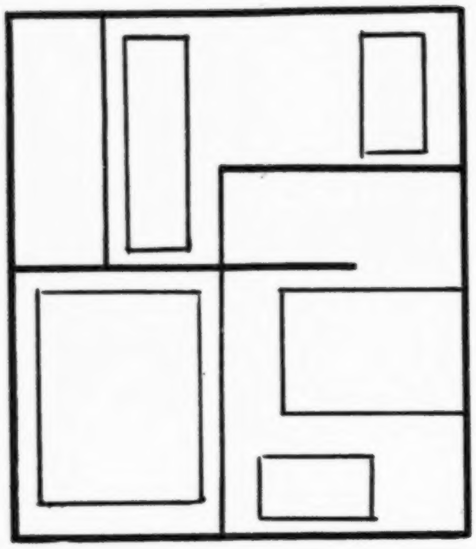
New Music Horizons
"Welcome Song" p. 35

The First Grade Book
"I'm a Great Big Boy" p. 3

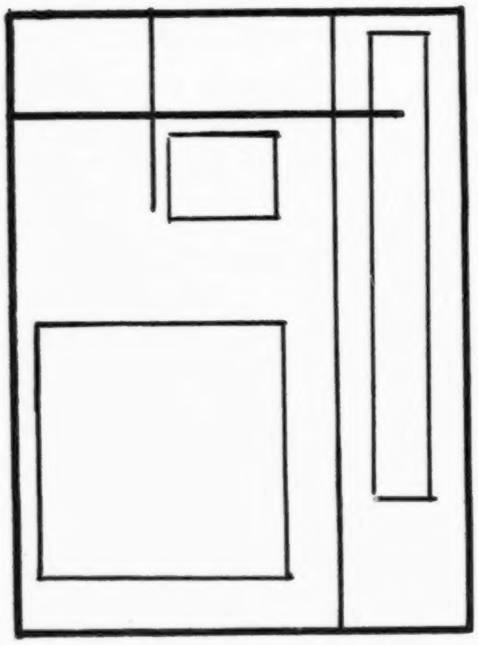
The Kindergarten Book
"Time for School" p. 126
"Will You Come and Play?" p. 8

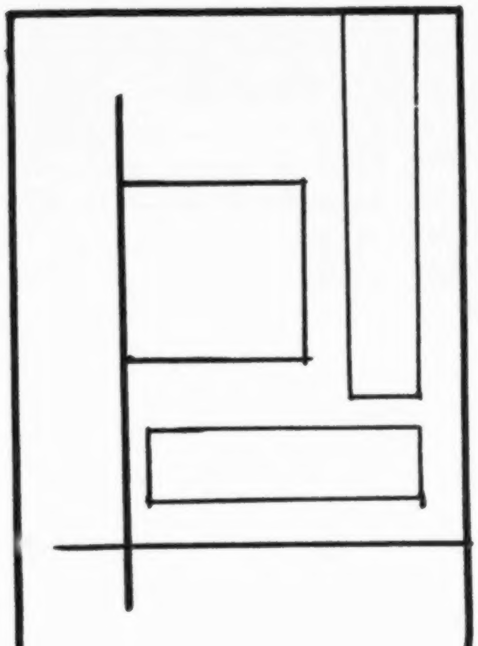
POETRY

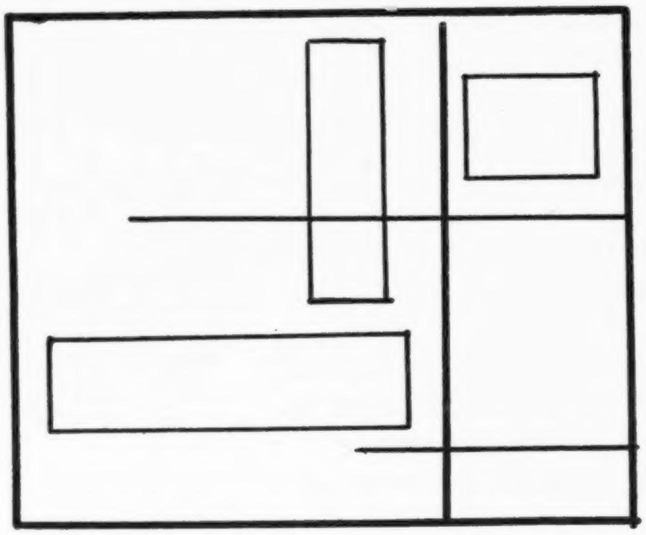
Time for Poetry
"The Ordinary Dog"
by Nancy B. Turner p. 45
"A Kitten"
by Eleanor Farjeon p. 48
"The Animal Store"
by Rachel Field p. 48
"New Shoes"
by Alice Wilkins p. 105
"The Sun"
by John Drinkwater p. 165
"My Brother"
by Dorothy Aldis p. 175
"First Snow"
by Marie-Louise Allen p. 179

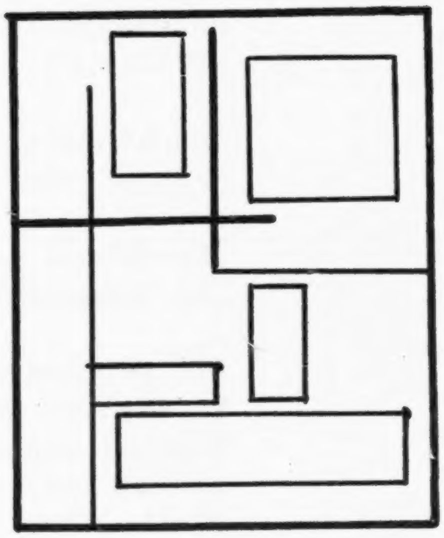


BULLETIN BOARD IDEAS









KINDERGARTEN

UNIT II

MY SCHOOL ROOM

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Kindergarten is a place to learn to work and play together with other boys and girls.

Working and playing together make the kindergarten a happy place.

There are acceptable ways of working and playing together in the classroom.

The rules of the kindergarten are necessary for reasons of safety, efficiency, and courtesy.

The kindergarten is an integral part of the school.

The school is a necessary part of its community and the world.

All peoples educate their children in various ways to prepare them to fulfill expected roles, responsibilities, and personal needs of adult life.

The flag is a symbol of our country.

We honor the flag to show our respect for our country.

CONTENT

A. Physical appearance

   Centers of interest
   Special places

B. Features and characteristics

   Work area
   Play area
   Wardrobe area
   Storage area

C. Room rules and regulations

   Work rules
   Play rules
   Safety rules for both

D. View of the kindergarten

   Place in the school
   Place in the neighborhood
   Place in the city
   Place in the world

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Physical Appearance

Listen to the teacher as she explains and discusses the reasons for coming to kindergarten:

> Kindergarten is a place where all young boys and girls like to come.
>
> Kindergarten is a place where we learn to work and play together.
>
> Kindergarten is a place where we find fun and many interesting things to do.
>
> Kindergarten is a place where we learn many new things--and it is fun to tell these things to mother and father and to our family and friends.
>
> Kindergarten is a place where we meet many new friends--children friends, pet friends, work friends, and play friends.

Listen to stories about children in school from the following: Good Morning, Teacher By Jene Barr; True Book of Schools by Benjamin Elkin; Let's Find Out about School by Martha Shapp.

Observe as the teacher labels several objects and areas in his room by taping large manuscript names on these important objects and places: our doll house, our piano, the door, the cabinet, the table, our play area, our work area, the clay box, the crayola box. Replace these with labels for other objects in the room.

Help the teacher make or construct a large flat map of his schoolroom by taping large sheets of poster paper together. Assemble these sheets and listen as the teacher explains and writes the locational directions on the four sides of the map--north, south, east, west. Draw pictures of the objects that make up the physical characteristics of the room, as in the preceding activity. Help the teacher label these objects. Become familiar with associating the map object with the tangible object.

Tour the room with the teacher and learn about the interesting places in the kindergarten which are called "centers of interest."

Take turns walking about the room telling the kinds of activities that are carried on in the selected areas.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

learn locational information relative to kindergarten classroom, directions, name for globe and map

see a simple room map of kindergarten classroom locating piano, tables, desks

learn directional words, such as up, down, left, right, near, far.

In developing reading readiness, the pupil should:

have numerous opportunities for speaking in order to increase speaking vocabulary

handle and "read" picture books

tell what is happening in a picture.

In developing social skills, the pupil should:

develop the ability to work harmoniously with others

practice sharing and taking turns

become acquainted with and comply with the routines of daily school activities.

We play quietly; we play with one another; we share in the play area. (Several children may dramatize a play activity.)

We work quietly; we work sometimes alone and sometimes together; we share in the work area. (Several children may dramatize a work activity.)

We do special things at special times in special places in our classroom.

Listen to the teacher explain the rules and regulations for going to the cloakroom, lockers, and washrooms. Act out these procedures.

Become acquainted with plants, fish, and objects that make up the centers of interest by sharing the responsibility for taking care of them.

Assemble a display of objects of interest from the various areas of the room. Take turns in returning the object to its proper place.

View the filmstrip "Our Job in School" and become acquainted with the activities that make the school day interesting and worthwhile.

Sing a song about school, such as "In School" or "Time for School." Dramatize the action in the song.

B. Features and Characteristics

Repeat the Pledge of Allegiance with the teacher, who has explained the meaning of it. Recite it often with the class.

Examine the flag and note its colors, number of stars, and the position it occupies in the classroom.

View the film "Our Country's Flag" and discuss the meaning of the flag as the symbol of our country.

Draw or paint pictures showing the flag raised on its staff outside the school, displayed on other buildings, or carried in a parade.

Learn the words to "America" and participate in singing it daily as part of the opening exercises of the class.

Learn the first stanza of "America the Beautiful" and discuss its meaning. Observe as the teacher points out on the map how the United States extends from the Atlantic to the Pacific Ocean.

Describe and discuss with the teacher the reasons for such learning aids as the chalkboard, bulletin board, flannel board, and manipulative devices.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
share a sense of responsibility for room housekeeping	
take pleasure in school and in being with others in the classroom	
realize the importance of school to the community life	
develop pride in and respect for the flag of our country.	

Discuss how teaching devices make it easier to learn and understand. Handle these devices and learn how to use them: chalk, erasers, flannel board objects, clay, crayolas, scissors, paper.

Help the teacher make an experience chart about the items in the classroom that aid learning.

Become familiar with the section of the kindergarten devoted to play and become interested in the use of new materials and devices associated with this area.

Play games, taking turns as leaders or players.

Draw and paint pictures of the most interesting objects in the classroom--objects that are fun to work and play with in the room.

Help the teacher "write" experience stories about the most interesting objects and activities in the classroom.

Listen to the teacher play the piano; enjoy the fun of marching, rhythms, and singing.

Sing such songs as "Will You Come and Play?" to emphasize the importance of including everyone in games and room activities.

Observe pictures and listen as the teacher reads Fun around the World and Work around the World, Silver Burdett series. Note the ways children play, both in and out of school.

C. Room Rules and Regulations

Listen to the recording of "Peter and Pusher." Dramatize the story of Peter acting in the correct way.

Learn such poems as "Taking Turns" to point out the importance of waiting one's turn in work or play activities.

View the film "Let's Play Fair" to learn ways of playing fair and taking turns.

Discuss the reasons for rules and regulations in the classroom and formulate rules of his own understanding which apply to the kindergarten and immediate environment. Practice rules of fair play through role-playing.

Practice the procedure for toilet recess: taking turns, washing hands, using and caring for materials in the washroom.

Choose one activity in which to engage in the classroom. Explain why his choice eliminates participation in another activity going on at the same time.

Dramatize ways of taking care of clothing: hanging up wraps, placing boots together, putting gloves in pockets. Talk about the need for knowing his own clothes and for marking clothing with names.

Practice fire drills and air raid drills before a scheduled practice and become acquainted with the procedure used. Discuss the reasons for taking one's place quickly, silently, and politely.

Play games taking turns as leaders or players. Talk about ways of playing games fairly and why the rules of the game must be followed. Emphasize safety, courtesy, and respect for each other. Discuss feelings toward those who do not play fair and ways we can help each other to play fair.

Take turns as housekeepers or room helpers. Be helpful to each other and share in necessary tasks. Discuss the best ways of asking for help.

View the film "Caring for Your Toys" or "Primary Safety: In the School Building." Talk about the reasons for putting materials where they belong and following safety rules when using school equipment.

Build or make a playhouse in the kindergarten and practice suggested rules and regulations by playing house and working with one another.

View the filmstrip "School Courtesy" and become familiar with the many small courtesies that can make the school day more delightful.

Listen to the story Everybody Likes Butch by Bernice Bryant. Discuss the reasons for the change in attitude of the kindergarten children toward Butch.

D. View of the Kindergarten

Take a walk through the school building to observe the many classrooms, teachers, children, and physical features. Compare and contrast the kindergarten with other classrooms.

Construct a map of the places in the school where kindergarten children may be sent. Include the office, the gym, the exits, the play area on the school grounds, and the place to meet parent or other escort at school dismissal. Mark the most direct routes from the kindergarten to the places mentioned.

Help the teacher make an experience chart about the interesting places and people seen on the walk through school.

Ask his parents to help him discover the importance of the school in relation to the community.

Listen to the teacher read School around the World by Patsy Scarry and discuss the role of the school in the community and the world.

Observe the pictures and discuss the similarities between schools in other parts of the world and "our" school.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 10-13, 18-22, 86-88

Hanna, *et al*.
At School
(Scott Foresman) pp. 6-70

McIntire and Hill
Billy's Friends
(Follett) pp. 87-112

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 4-25

Heffernan and Anderson
Girls and Boys at School (Primer)
(Harr Wagner) pp. 1-63

Hunnicutt and Grambs
I Live with Others
(Singer) pp. 48-66

Hunnicutt and Grambs
I Play
(Singer) pp. 3-36

Thomas, *et al*.
Stories about Linda and Lee
(Ginn) pp. 13-27

LIBRARY BOOKS

Anglund, Joan W.
Look out the Window
Harcourt-Brace, 1959 (Gr. K-2)

Barr, Jene
Good Morning Teacher
Whitman, 1957 (Gr. 1-2)

Beim, Jerrold
Andy and the School Bus
Morrow, 1947 (Gr. K-2)

Berkley, Ethel
Big and Little, Up and Down
Scott, 1951 (Gr. 2-4)

Bryant, Bernice N.
Everybody Likes Butch
Childrens, 1947 (Gr. 2)

Elkin, Benjamin
True Book of Schools
Childrens, 1958 (Gr. 3-4)

Hastings, Evelyn
Big New School
Follett, 1959 (Gr. 1-2)

Shapp, Martha
Let's Find out about School
Watts, 1961 (Gr. 1)

Slobodkina, Esphyr
Clock
Abelard, 1956 (Gr. K-2)

FILMS

Care of Art Materials
11 min. b & w X-C-59

Caring for Your Toys
10 min. b & w X-C-107

Let's Play Fair
10 min. b & w X-L-34

Our Country's Flag
10 min. b & w X-O-22

Primary Safety: In the School Building
10 min. b & w X-P-108

School Courtesy
20 min. b & w X-P-90

FILMSTRIPS

Flags of American Liberty
(2056) color with record
The Whitneys

Introduction to Maps
(2208) b & w
Bowmar

Living Together
(2062) color
"A Day at School"
S.V.E.

School Community
(2066) color
"Our Job in School"
"School Courtesy"
E.B.F.

MUSIC

American Singer (Grade 1)
"Our Flag" p. 66

American Singer (Grade 1)
"In School" p. 13
"School Time" p. 15
"Working Time Is Over" p. 16

Our First Music (Grade 1)
"Visitors" p. 19
"Rest" p. 72

The First Grade Book
"Soldier Boy" p. 38
"Here We Come" p. 39
"America the Beautiful" p. 166
"There Are Many Flags in
Many Lands" p. 106

The Kindergarten Book
"Time for School" p. 126

RECORDS

Children's Reading Service
"Peter and Pusher"
"Manners Can Be Fun"

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Scarry, Patsy
Fun around the World
Silver Burdett, 1957 (Gr. K-2)

Scarry, Patsy
Schools around the World
Silver Burdett, 1957 (Gr. K-2)

KINDERGARTEN

UNIT III

MY FAMILY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

People all over the world live in family groups.

Each family varies in the number of people and the kinship of the members of the group.

Each family is an important and responsible unit of the neighborhood.

Each member of the family has certain responsibilities and status in relation to the other members.

Each family makes friends with other families in the neighborhood.

Each family has a responsibility to help make the neighborhood a pleasant place for all families to live.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

CONTENT

A. Identification of my family

Type of housing or dwelling
Location of street
Place in city, state, country

B. Activities of my family

Work
Play

C. Interests of my family

Group interests
Individual interests

D. Friends of my family

Neighbors
Friends elsewhere

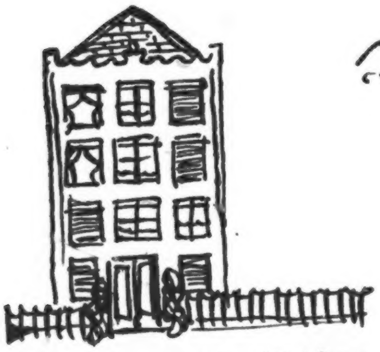
LEARNING EXPERIENCES AND ACTIVITIES

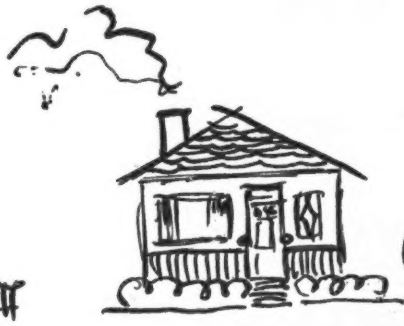
The pupil may:

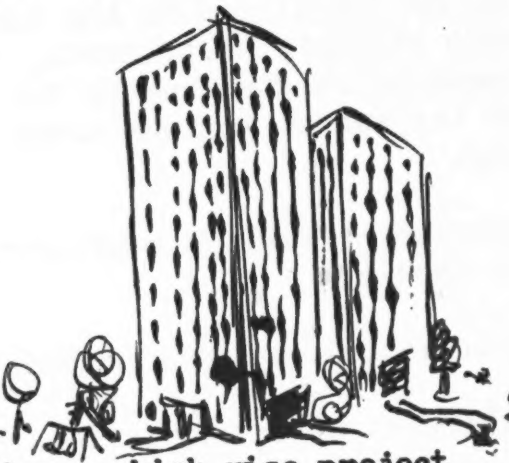
A. Identification of My Family

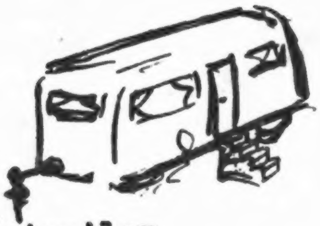
Listen as the teacher talks about the many people in his community, city, and country and about the fact that every person belongs to a family, whether large or small. Include the policeman, the fireman, the milkman, the teacher as family people.

Observe as the teacher introduces and illustrates the many types of dwellings:


apartment building


one family dwelling


high rise project


trailer

Share experiences about his family size, number of older and younger brothers and sisters, type of house in which his family lives.

Learn the number and street name of his address by repeating them and sharing this knowledge with others.

Listen to his teacher tell interesting facts about his state and country and become acquainted with their names.

Introduce the notion of his country's location in relation to other large countries of the world by observing as teacher points to the large countries of the world by observing as teacher points to the continents and gives their names on both the globe and the flat map of the world. Take turns pointing to North America.

Observe as teacher points out on the map and globe Chicago, Illinois and the United States.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

In developing map and globe readiness, the pupil should:

become acquainted with locational information in relation to places in the neighborhood

become familiar with the name of his city, state, and country and their location on the map and globe

become familiar with the directions such as east, west, north, south, and begin to relate them to the position of the sun at various times of the day.

In developing reading readiness, the pupil should:

associate words with pictures

interpret the story in a picture

read the story in pictures

increase speaking vocabulary

associate colors with objects and pictures

participate in making experience charts and picture dictionaries.

In developing social skills, the pupil should:

practice courtesy

build habits of cooperation and consideration in the family group.

participate with others in group work

build self-confidence

organize work and play materials.

Listen as the teacher tells about people who live on the other continents and observe the pictures in the book, Children around the World. Note the similarities, the family grouping, and the housing.

View the filmstrip "What a Map Is" from the series Maps and How to Use Them and plan with the class a map which it might make of the classroom or neighborhood.

Draw own family portraits and write the name of the person whose picture is shown. Cut out around the portraits and mount them on construction paper. Make a border around the picture. Attach the picture of each family in a vertical sequence with strips of paper to represent ribbon. Tell a story about each family. Tell a story about a favorite relative.

View the filmstrip "Our Family" from the series The Home Community and discuss the interesting sections.

Construct a large flat map from several pieces of poster paper. Outline streets, houses, stores, churches, schools in his community. Listen as the teacher explains directional locations and become familiar with the words north, south, east, and west.

Draw or paint pictures depicting the type of home lived in with emphasis on color, size, and general appearance.

Collect pictures of many types of houses. Practice grouping the pictures according to classification.

Plan and construct a playhouse. Discuss problems of space, size, location, and try out classmates' suggestions for ways to solve problems.

Listen to the poem "Halfway Down" by A. A. Milne, and other poems of a similar nature. Become acquainted with the names of the rooms in a house.

Discuss the number of rooms in his house and tell about the activities that take place in each room. Point out how each member of the family is responsible for contributing to a happy home atmosphere. Arrange objects in categories by placing pictures of living room furniture in one place, kitchen furniture in another. Tell why each choice was made.

B. Activities of My Family

Observe the ways people live and work in the neighborhood. Bring pictures to show as he tells the class about the different kinds of work mothers, fathers, and children do. Point out the many activities which are done with other family members, and those activities which are done alone, and why alone or together. Note where the family does these things.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
take pride in his family role	
appreciate the importance of family cohesion and unity	
appreciate the contributions of other members to the family group.	

Discuss the kinds of work which parents do. Select some of the stories to be used in making experience charts.

My father works downtown.
Downtown is (north) of us.
It is a long way from here.
He reads letters.
He talks on the telephone.
This is my father.

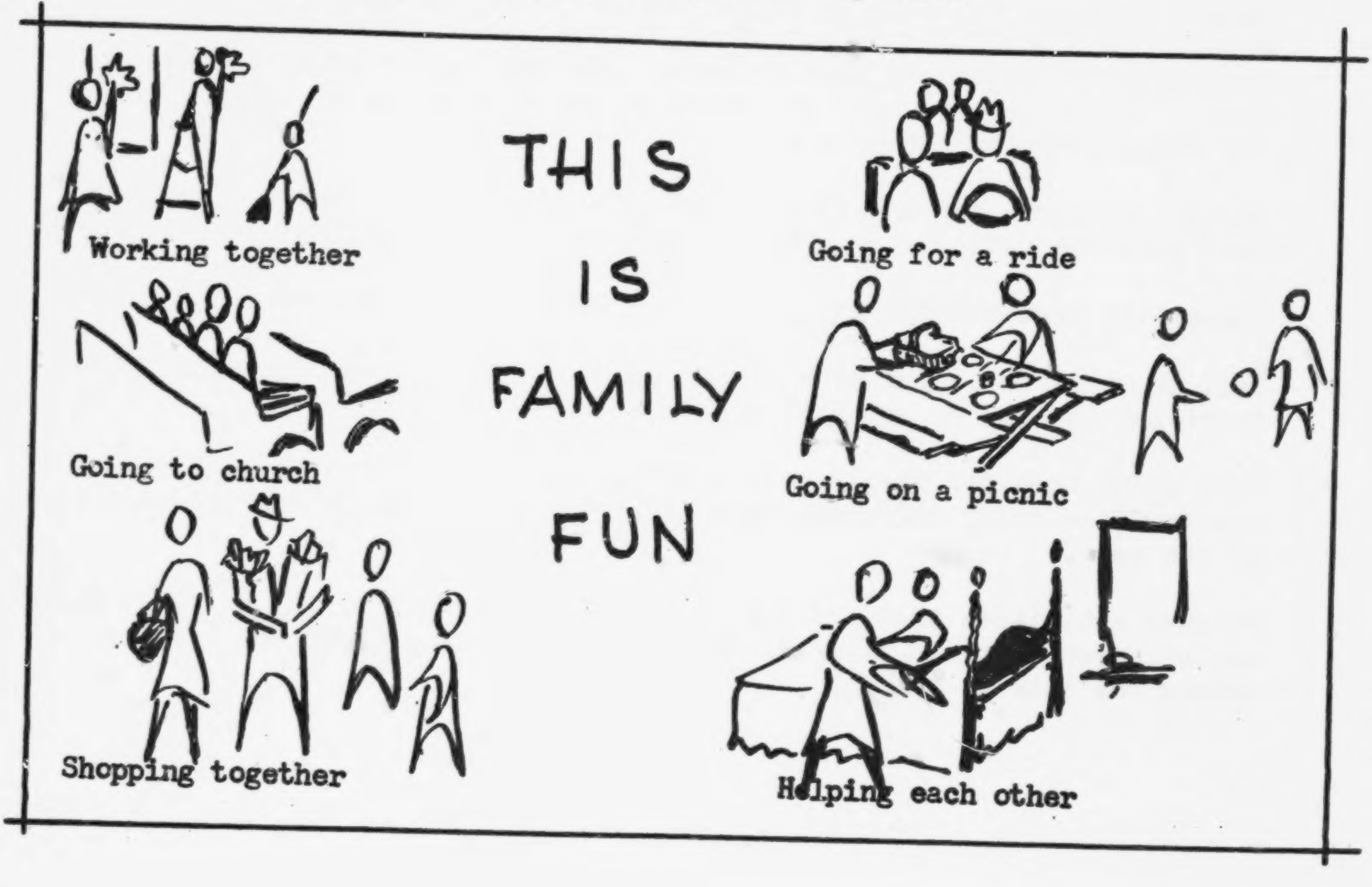
Make a large flip-chart book of these stories and entitle the book "Father at Work."

Make a corresponding book of the things which mother does at home and elsewhere:

My mother is a crossing guard.
She stops cars.
She stops trucks.
She helps boys and girls.
She is nice to everyone.
This is my mother.

Dramatize the story "The Three Bears" to show how the family of bears worked and played together.

Discuss ways in which the family has fun together. Illustrate bulletin board with teacher-made but pupil-suggested captions:


Working together
THIS IS FAMILY FUN
Going for a ride
Going to church
Going on a picnic
Shopping together
Helping each other

Act out the poem "Walking" by Grace Ellen Glaubitz. Tell about ways of having fun with father.

Listen to the poems, "Shoes" by Tom Robinson, and "Andre" by Gwendolyn Brooks. Talk about having fun with the family.

C. Interests of My Family

Discuss ways in which the family works together. Display pictures on the bulletin board of family activities. Emphasize the need for cooperation among family members.

Paint pictures that show how children help their parents with tasks about the house.

View the filmstrip "Helping Mother" from The Home Community Series. Make a list of ways children help at home.

Sing songs about helping at home, such as "Washing Dishes," "A Song to Mother," or "Working with Daddy" from the American Singer Series.

Create original songs to sing about helping brother or uncle.

Draw pictures which tell a story of family fun in three or four scenes. Leave the ending untold and ask other children to suggest possible endings to the stories.

Make a mural of the ways in which families work and have fun together. Work in small groups, one at a time, to draw or paint the pictures. Individual pictures may also be drawn, cut out, and mounted to make a mural. Tell a story about the mural and make an experience chart from the suggestions of the group.

Collect pictures showing families at work and play. Show the pictures; tell what the people are doing. Mount the pictures on the bulletin board.

Choose the best stories and pictures. Tell why they are best.

Tell about games played with family members. Play these games in school. Point out the fun of doing things together.

Talk about hobbies, sports, or cultural interests of family members. Tell how families enjoy different ways of having fun together at different times of the year.

Discuss activities that are fun to do alone; for example, looking at books and pictures, working puzzles, drawing and painting pictures, helping around the house.

D. Friends of My Family

Talk about family members as friends. Help the teacher write experience stories about these friends:

My sister is my friend.
She helps me.
She plays with me.
She is good to me.
My sister is my friend.

My mother is nice.
She cooks and sews.
She does nice things.
She is my friend.

Tell things of interest about a new friend or several new friends made in class.

Discuss relative location of places associated with friends.

Tell the things of interest about people next door, or in the same building, or down the block. Tell interesting experiences about family friends, the grocer, the dentist, the policeman.

Help the teacher list the "friends" he has never seen, such as the farmer who grows his food, the truck driver who brings food, clothing, and toys into the city, the people who make his toys or clothing.

Discuss places that are "friendly," such as places in the home, school, and neighborhood where he feels at home.

Make a booklet "My New Friends." Illustrate with pictures and give each picture a title. Plan to present the booklet to parents.

Make a playhouse or set aside one part of the kindergarten room for a house. Work in groups to construct different parts of the playhouse. Take turns as mother, father, or family members. Show how to help at home. Act the roles of various family members. Take turns dramatizing the daily activities of families in the playhouse. Share responsibility for planning and carrying out the preparations necessary for the dramatization.

Help the teacher illustrate a list of such book "friends" as:

- Cinderella
- Little Red Riding Hood
- The Three Bears
- The Ugly Duckling
- Jack and the Beanstalk
- The Three Pigs
- Rumpelstiltskin

Help the teacher make a list of ways in which it is easy to be a good friend at these times of the year.

- Christmas
- Easter
- Valentine Day
- Halloween
- Thanksgiving
- Birthday
- Hanukkah
- Chinese New Year's

Discuss ways in which to keep new friends. Set up rules for cooperation, consideration, and correct behavior.

Discuss ways in which he could show someone that he is his friend. Act out one of the ways shown.

View Basic Social Studies Discussion Pictures concerning activities in the home. Discuss ways in which each member of the family cooperates with the others for successful relationships.

SUGGESTIONS FOR THE TEACHER

Several activities and experiences can be planned in accordance with this unit to emphasize its objectives and understandings, but discretion and caution in the selection of these activities must be applied in order to gear each activity or experience to the emotional and intellectual level of the type of child involved.

Motivate an interest in the new unit by presenting a series of pictures centered around the family and family activities. Discuss the pictures as to content and arrange on a bulletin board with appropriate titles and captions the children have suggested and can "read."

Direct discussions that pertain to various members of the family group. "What does Father like to do best when he comes home from work?" "What special thing does Mother make for supper that all the family likes best?" "What favorite toy does baby sister like to play with?" "How does big brother help around the house?" Help the children understand the meaning of comparison and contrast through such discussions and through emphasis on differences and similarities.

Toward the culmination of this unit begin centering attention on a broader view of the family in relation to families in other cities and families in other lands by presenting pictures of family groups and by asking pertinent questions, thus securing a better understanding of comparisons and contrasts.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (primer)
(Benefic) pp. 12-21, 41- 59

Burkhardt and McGuinness
Our Homes and Our Schools
(Benefic) pp. 23-46

Hanna, et al.
At Home (primer)
(Scott Foresman) pp. 28-69

Mc Intire and Hill
Billy's Friends (primer)
(Follett) pp. 45-68

Durell, et al.
Basic Social Studies Discussion Pictures
(Row Peterson)

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 34-65

Heffernan and Anderson
Girls and Boys at Home (Grade 1)
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 38-61

Thomas, et al.
Stories about Linda and Lee (Grade 1)
(Ginn) pp. 3-14, 27-36

Hunnicutt and Grambs
I Live with Others
(Singer) pp. 6-10, 19-26, 35-55

LIBRARY BOOKS

Angland, Joan W.
Love Is a Special Way of Feeling
Harcourt-Brace, 1960 (Gr. K-2)

Ayer, Jacqueline
Wish for Little Sister
Harcourt-Brace, 1960 (Gr. K-2)

Beim, Jerrold
Too Many Sisters
Morrow, 1956 (Gr. 2-4)

Brown, Myra B.
First Night Away from Home
Watts, 1960 (Gr. K-2)

Buckley, Helen E.
Grandmother and I
Lothrop, 1960 (Gr. K-2)

Caudill, Rebecca
Happy Little Family
Holt, 1947 (Gr. 3-5)

Guilfoile, Elizabeth
Have You Seen My Brother?
Follett, 1962 (Gr. 1)

Kirn, Ann
Two Pesos for Catalina
Rand, McNally, 1962 (Gr. 2-3)

Krasilovsky, Phyllis
Man Who Didn't Wash the Dishes
Doubleday, 1950 (Gr. K-2)

Radlauer, Ruth S.
About Fathers at Work
Melmont, 1957 (Gr. 2-4)

Zolotov, Charlotte
Big Brother
Harper, 1960 (Gr. K-2)

Zolotov, Charlotte
Quiet Mother and Noisy Little Boy
Hale, 1953 (Gr. K-2)

FILMSTRIPS

Children of Some North Atlantic Countries
(2176) color
American

Christmas with Our World Neighbors
(2180) color
S.V.E.

Families of the World
(2200) b&w
"Japan"
"China"
"Mexico"
"United States"
"Italy"
"England"
"France"
"Germany"
Visualcraft

The Home Community
(2084) color
"Family Fun"
"Helping Mother"
"Brothers and Sisters"
E.B.F.

Living Together
(2062) color
"Jim's Family"
"Family Helpers"
S.V.E.

Maps and How to Use Them
(2222) color
"What a Map Is"
"Elements of a Map"
"The Globe"
American

Mary's Pilgrim Thanksgiving
(2278) color
S.V.E.

Social Studies Rhymes for the Very Young
(2068) color
"The Happy Family"
"Fall Fun"
"Summer Fun"
"Community Helpers"
"School Helpers"
American

MUSIC

American Singer (Grade 1)
"Washing Dishes" p. 10
"A Song to Mother" p. 11
"Working with Daddy" p. 11

The First Grade Book
"Daddy" p. 54
"When Grandpa Comes" p. 56
"Our Baby" p. 57
"Everybody Loves Baby" p. 57

The Kindergarten Book
"Walking" p. 46

Living Together at Home and School
"Home Again" p. 102

Music through the Day
"Mothers Make a Home" p. 25

Our First Music
"Useful" p. 24
"When Mother Sews" p. 28

POETRY

Favorite Poems Old and New
"Halfway Down" by A.A. Milne p. 10
"Two in Bed" by Abram B. Ross p. 18

Time for Poetry
"Andre" by Gwendolyn Brooks p. 13
"Shoes" by Tom Robinson p. 19
"Walking" by Grace E. Glaubitz p. 15

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Jackson, Kathryn
Homes around the World
Silver Burdett, 1957 (Gr. K-2)

Jackson, Kathryn
Work around the World
Silver Burdett, 1957 (Gr. K-2)

KINDERGARTEN

UNIT IV

MY HOME

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Concept of a house
The earth is our home.	Kinds of houses in neighborhood Location of individual home
All people have a basic need for shelter in which to live.	B. Life in the home
Climate varies in places on earth.	Responsible family membership Responsible neighborhood membership
Climate and available materials affect the way in which people build their homes.	
Peoples in various parts of the world build their homes differently.	C. Care of the home
The home is the center of the family's activities and aspirations.	Preservation Cleanliness Orderliness
Homes within a neighborhood vary in size, shape, number of occupants, and age.	D. Comparison with other homes Other neighborhoods Other places
The attractiveness and pleasantness of each home is the responsibility of all members of the family.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Concept of a House

Listen as the teacher tells about the reasons everyone wants and needs shelter: for protection, for comfort, for enjoyment, as a result of environmental conditions.

Help the teacher list various types of shelter for people, animals, and "objects" in relation to environment and culture. Make a chart of these dwellings by illustrating them or by using magazine pictures. Some sample sentences for the illustrations are listed below.

Some people live in houses.	Some animals live in cages.
Some people live in tents.	Some animals live in water.
Some people live in houseboats.	Some animals live in the woods.
Some people live in trailers.	Everyone lives somewhere.

Discuss the many activities that take place in the home and become acquainted with the names of the various rooms and their functions.

Discuss what makes a home different from a house.

Take a walk around the neighborhood and observe the many different kinds of houses.

Draw or paint pictures of interesting houses seen on the trip around the school neighborhood.

Make a picture dictionary by cutting out pictures of houses and pasting them on large tagboard sheets. Learn to recognize the difference between big and little, wide and narrow.

View the filmstrip "All Kinds of Houses" and become familiar with the many different kinds of houses in use and the reasons for the great variety. Look out of the classroom window or note at recess time the various types of houses to be seen in the vicinity of the school.

Discuss and share information concerning the type of home lived in -- tell size, number of rooms, shape, and color.

Discuss the variety of colors and materials found on homes and become better acquainted with color names.

Make a chart of colors and materials used in homes.

Draw or paint pictures of "My Home" and share both picture and explanation with class.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

locate own home on a large floor map of the neighborhood

become aware of use of symbols on maps by use of picture-symbols on the floor map of the neighborhood

place directions of east, west, north, and south on floor map

be aware of the fact that in certain sections of the earth the climate is generally hot or generally cold and in other parts it varies.

In developing reading readiness, the pupil should:

increase speaking vocabulary

associate concepts of geography with pictures of such things as ocean, lake, river, cold or hot climate

observe details in stories read to him

visualize descriptive details in stories read or told to him.

Share experiences about others in the neighborhood-community whose houses have been visited.

Collect and bring assorted pictures of houses to school. Make a booklet to take home to parents.

View the filmstrip "Introduction to Maps" and plan a class map of the neighborhood.

Help the teacher construct a large flat map from poster paper or newsprint and watch as she outlines the neighborhood boundaries on the map. Tell her the address of his house and paste the picture he has drawn of his house on the exact location point on the map. Learn the street names and location of his house in relation to his classmates'. Note the many varieties of buildings when the flat map is complete. Display on bulletin board with such corresponding titles as: "This Is Our Neighborhood," "I Can Find My House," "Here Are Our Happy Houses."

B. Life in the Home

Listen as the teacher tells about the many boys and girls who live in other cities and other countries who have families and homes and all that he has in America. View the Silver Burdett series, Children around the World, and become acquainted with the homes of children in other cultures, such as the igloo, the straw hut, the teepee.

Help the teacher list the ways in which he can be a good family member, a good neighbor, and a good citizen. Illustrate this chart, using these suggested sentences:

A Family Member

helps his family.
loves his family.
is good to his family.

A Good Neighbor

helps his neighbors.
likes his neighbors.
is good to his neighbors.

A Good Citizen

works for his country.
loves his country.
is proud of his country.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing social skills, the pupil should:	
participate in room and school activities	
improve social attitudes and behaviors	
cooperate with classmates, teachers, and neighbors	
grow in ability to contribute to family living	
work and share family responsibilities in the home.	
Attitudes and Appreciations	
The pupil should:	
respect homes and property in the neighborhood	
appreciate the importance of a home to all human beings	
take pride in helping to make his own home a pleasant place for all.	

Tell ways in which he shows he loves his family.

Discuss the rules of cooperation and the need for consideration as part of the home environment. Include such items as:

- being patient
- being kind and considerate
- being helpful
- doing one's share
- working and playing together
- obeying rules

View the filmstrip series *Family Shelter Service* and discuss the methods involved in the planning and building of a home. Tell which pictures show cooperation among the workers.

Construct a playhouse in the kindergarten. Set up rules for cooperation and consideration while at work or play and take turns "keeping" house.

Listen to stories about houses in other parts of the United States and the world such as Kathryn Jackson's *Homes around the World*.

Play "house" by dramatizing situations concerning both the right and wrong ways in which to be both good and "naughty" family members. Show ways in which to correct the negative situation. Be guided to end with a happy ending, and a lesson learned.

View selected filmstrips in the series *The Home Community* or *Social Studies Rhymes for the Very Young* which illustrate desirable family living.

C. *Care of the Home*

Examine the pictures in *Let's Look inside Your House* which show the furnishings in a home. Identify and locate objects which are in use in his home. Tell how furnishings help make the house more attractive, comfortable, and efficient.

Suggest some rules to follow in the care and conservation of homes in the community.

Draw or paint pictures of neighbors helping one another care for their homes.

Discuss ways used by people all over the world to make the home attractive and pleasant. Point out examples of these ways which may be found in the neighborhood.

Draw and cut out pictures from magazines that show the different kinds of tools he and his family use for cleaning, such as:

This is a broom.
This is a mop.
This is a dust cloth.
This is a vacuum cleaner.

Bring the labels of various kinds of materials that are used for cleaning and make a poster or chart, such as:

We Keep Our House Clean
We use soap.
We use wax.
We use polish.

Make a list of activities for which he may offer to be responsible in keeping the home neat and clean.

Discuss the reasons why it is necessary to improve the appearance of his home. Tell the ways in which he and his family can work together to make the home a more attractive place.

D. Comparison with Other Homes

Discuss trips taken to other neighborhoods and to other cities. Share experiences about various types of houses seen.

Observe as the teacher shows pictures of many kinds of homes. Tell about the ways in which homes are alike or different.

Study pictures of houses in different parts of the world where the climate is hot and wet, cold, or hot and dry. Construct from styrofoam, raffia, and clay a model igloo, grass hut, and adobe house.

Listen to descriptions of homes as the teacher reads some selections from Homes around the World, Silver Burdett series. Examine pictures that illustrate these homes. Tell how they are alike or different from homes of families in America.

Observe as the teacher pinpoints the locations of these homes on the map or globe. Tell the name of the country and the type of home that is found there.

Bring samples of building materials for a display. Be able to tell which are used mainly in other countries.

View one or more films showing life in other lands, such as the Children in Other Lands series. Learn to recognize some of the unusual homes. Tell how climate influences selection of building materials. Look for pictures of these in papers and magazines to bring to school.

Discuss ways used by people all over the world to make the home attractive and pleasant. Point out examples of these ways which may be found in the neighborhood.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Homes and School (primer)
(Benefic) pp. 23-46

Burkhardt and McGuinness
Our Family
(Benefic) pp. 12-21, 46-51

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

McIntire and Hill
Billy's Friends
(Follett) pp. 69-86

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 66-81

Heffernan and Anderson
Girls and Boys at Home
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Live with Others
(Singer) pp. 45-61

Hunnicutt and Grambs
I Play
(Singer) pp. 38-61

Thomas, et al.
Stories about Linda and Lee
(Ginn) pp. 36-53

LIBRARY BOOKS

Anglund, Joan W.
Christmas Is a Time for Giving
Harcourt-Brace, 1961 (Gr. K-2)

Bell, Gina
Wanted...a Brother
Abingdon, 1959 (Gr. K-3)

Burns, William A.
World Full of Homes
McGraw, 1953 (Gr. 4-6)

Jensen, Virginia A.
Lars-Peter's Birthday
Abingdon, 1959 (Gr. K-2)

Lenski, Lois
At Our House
Walck, 1959 (Gr. K-1)

Lenski, Lois
Let's Play House
Walck, 1944 (Gr. 1-2)

Lindsay, Barbara
Fun at My House
Dutton, 1955 (Gr. K-2)

Kaune, Merriman B.
My Own Little House
Follett, 1957 (Gr. 1-2)

Meeks, Esther K.
In John's Back Yard
Follett, 1957 (Gr. 1-2)

Parsons, Virginia
Happy Nursery Book, Homes
Doubleday, 1958 (Gr. K-2)

Schlein, Miriam
It's about Time
Hale, 1955 (Gr. 2-4)

Slobodkina, Esphyr
Clock
Hale, 1956 (Gr. K-2)

Schlein, Miriam
My Family
Abelard, 1960 (Gr. K-2)

Schneider, Herman
Let's Look Inside Your House
Scott, 1947 (Gr. 4-6)

Tresselt, Alvin
Wake Up, City!
Lothrop, 1957 (Gr. K-2)

FILMS

Children of China
11 min. b & w X-C-22

Children of Germany
13 min. b & w X-C-120

Children of Holland
11 min. b & w X-J-1

Children of Switzerland
11 min. b & w X-S-11

Fire Prevention in the Home
14 min. b & w X-F-108

The Safest Way
17 min. color X-S-89

Understanding a Map
10 min. b & w X-U-20

FILMSTRIP

All Kinds of Houses
(2090) color
Bowmar

104, Big City, U.S.A
(2160) color
"Housing in Big City"
American

The City Community
(2162) color
"Living in the City"
E.B.F.

Family Shelter Service
(2096) color
Long Filmslide

Growing in Citizenship Series
(2204) color
Visualcraft

The Home Community Series
(2084) color
E.B.F.

How We Get Homes
(2110) color
"Building the Shell of the Home"
S.V.E.

Introduction to Maps
(2208) b & w
Bowmar

Scandinavia-A Regional Study
(2224) color
"Land and People of Norway"
"Land and People of Sweden"
"Land and People of Denmark"
American

Social Studies Rhymes for the Very Young
(2068) color
E.B.F.

MUSIC

First Music
"My Home" p. 50

Living Together at Home and at School
"Home Again" p. 102

Music through the Day
"Mothers Make a Home" P. 25

POETRY

Time for Poetry
"Neighborly"
by Violet A. Storey p. 10

"Walking"
by Grace E. Glaubitz p. 15

KINDERGARTEN

UNIT V

MY WHOLESOME USE OF LEISURE

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Enjoyment is an essential ingredient in wholesome living.

All peoples enjoy some form of leisure activity.

In a technologically advanced culture there is more time for and a greater variety of leisure activity.

Wholesome recreation is essential at all ages.

Working at wholesome leisure pursuits encourages growth and development.

Recreational activities are a form of self-expression which reflects personal choice, personal goals, and both personal and social values.

Enjoyment of leisure activities is often increased through sharing them with others.

Some forms of recreation are meant to be pursued in special places and at certain times.

CONTENT

A. Concept of wholesome leisure

Purpose
  relaxation
  recreation
  self-expression
  entertainment
Kinds
  toys
  games
  books
  others

B. Places for wholesome leisure

At home
In school
In the neighborhood
On vacation

C. Leisure in other parts of the world

Adults
Children

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Concept of Wholesome Leisure

Listen as the teacher explains, by way of simple example, the purpose of leisure.

Help the teacher list several examples of the things that are done for relaxation, recreation, self-expression, and entertainment; such as: looking at a picture book, playing baseball with friends, singing a song with his teacher, lying in a hammock, taking his pet for a walk.

Talk of things his family does for wholesome leisure and draw pictures of these things. Display on bulletin board for example:

Bill's mother likes to sew pretty things	Ed's father likes to build with wood and nails	Betty's sister and brother like to sing together

Help the teacher discuss the kinds of things he uses during his leisure time. Talk about such things as toys, games, and books.

Look and listen as the teacher prints in manuscript form on the chalkboard a list of the objects used in leisure time, such as:

beads
bicycle
blocks
clay
crayolas
dolls
football
jump-rope
picture book
skates
tracing book
wagon

Bring in pictures from magazines, picture books, and catalogues about the kinds of things he likes to play with during his leisure time. Help the teacher place these pictures on the bulletin board with the corresponding name under each picture.

Listen as the teacher explains the similarities between different kinds of toys.

> We play with many kinds of toys.
> We play with toys because toys are fun.
> All boys and girls and grown-ups like to have fun.
> There are people in other cities and other countries who like to have fun and like to play with toys, also.
> We can play with toys and learn things while we play.
> It is fun to learn things.
> We learn things while we work and while we play.
> We learn things by seeing and listening and touching.
> We learn things during our leisure time.

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT

Children in different places in the world enjoy many forms of play that are the same and many that are different.

Cultural heritage determines the types of leisure activities pursued in various parts of the world.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

- become familiar with land and water areas on map and globe
- be made aware of the existence of other countries of the world where toys are made.

In developing reading readiness, the pupil should:

- increase speaking vocabulary
- learn new words through play with toys representing people, machines, and animals
- interpret the story which a picture tells.

In developing social skills, the pupil should:

- share playthings with others
- handle class toys carefully that all might share in their use
- practice safety rules in play.

Attitudes and Appreciations

The pupil should:

- respect the property of others
- recognize the pleasure to be derived from safe and wholesome leisure
- appreciate the design, form, beauty, and functionality of playthings.

Discuss and tell about his favorite toy and share this toy with his classmates during "show and tell" time.

Help the teacher construct a bulletin board using pictures of these toys as points of interest. Below is a sample arrangement.

These Are Our Favorite Toys

See Don's bear

This is Sue's doll

Look, see Ed's wagon

Toys are fun to play with.

We like toys.

Have a toy parade and share this experience with other boys and girls by inviting them in to see his favorite toy.

Sing songs and create rhythms based on the actions of toys using the following suggestions: "Jack-in-the Box" from Music for Early Childhood; "The Rag Doll" and "My Little Wagon" from American Singer Book I.

Draw or paint pictures of toys in action, such as dancing dolls, tumbling clowns, rushing trains and bouncing balls.

Participate in helping to arrange a display of small toys on a map of the world. Use colored strings from toy to map to locate the places where the toys were made. For example, a display of tops might include varieties of American tops, a Japanese musical top, a South Sea island top made of palm wood and volcanic ash, and a gyroscope. Note that the major toy suppliers are the United States, Japan, Germany, and Great Britain.

See the World Book Encyclopedia for the article on "Toys" for suggestions on making simple toys out of paper and cardboard.

Bring an old toy from home that belonged to another member of family and tell the class why it was important to its owner.

Listen to recordings as "Babes in Toyland," "March of the Toys," "Nutcracker Suite." Try to identify the toys and tell how the music portrays the actions of the toys.

Invite parents to take him to the Science Museum to see the famous Colleen Moore Doll House. Share the experiences with the class by telling about the wonderful items seen in the doll house exhibit.

Ask the teacher to tell, in the story hour the story of the Doll House and why Colleen Moore had it built.

Observe as the teacher presents various "learning toys," such as the peg board, number counter, magnetic board, chalkboard, eraser, chalk, piano, picture books, and beads.

Take turns working with these "learning toys" and share fun and understandings with new classroom friends.

Collect magazine and catalog pictures of toys and make individual booklets of the many kinds of toys available. Exchange booklets with other members of the class. Help the teacher label each picture.

Listen and observe as the teacher introduces and tells about the interesting adult "toys" that help adults enjoy leisure time or provide learning situations. View such games as puzzles, monopoly, bingo, password, checkers, chess, and sport events.

Listen as the teacher reads the following poems about toys from Time For Poetry by May Hill Arbuthnot:

"What the Toys Are Thinking" by Ffrida Wolfe, p. 100
"The Little Red Sled" by Jocelyn Bush, p. 192

Participate in a group game for several minutes, then join in a discussion of the difference between playing alone and playing with others. Explain how at some times doing one thing is more enjoyable than doing the other.

Examine the importance and need for rules in group games.

Name some of the games he can play with his baby brother or sister, such as "Peek-a-Boo" or "Patty Cake" and compare the games he can enjoy with those a little baby is restricted to enjoying. Tell why the baby enjoys the game and why it is necessary to be careful when playing with a baby.

Share with the class a description of games he plays at home with other members of his family or friends in the neighborhood. Play one of the games in the classroom. Act as game leader.

Plan a "Let's Pretend Game" in which each player pretends to be a certain type of living creature, such as a bird, an animal, or a fish, and acts out his role without telling what creature he is supposed to be. Let his classmates guess the identity of the creature mimed.

Draw pictures of children and adults engaged in different types of recreation, such as dancing, fishing, baseball, cards, swimming, reading, or singing. Ask the teacher to help him arrange a display of these pictures with fitting manuscript captions.

B. Places for Wholesome Leisure

Help the teacher list the places he knows where he and his family can enjoy wholesome leisure.

Draw pictures of the places where he can engage in wholesome leisure, such as a picture of his home, his school, places in the neighborhood, or vacation sites with which he is familiar.

Learn several simple rules for playing safely with toys at home, at school, in the parks or playgrounds. Help the teacher make a chart listing the rules the class composes.

Always pick up your toys and games.
Always be kind to your toys and playthings.
Always play on the sidewalk or in a safe place.

View the film "Caring For Your Toys" and discuss reasons why caring for toys properly is a necessary safety precaution in school and at home.

Share experiences concerning the correct handling of toys at school. Dramatize short, simple skits of ways in which to handle dolls, dishes, peg board, and flannel board materials.

Participate in a group project to chart the places in the home, in the playground, and in the neighborhood where he may engage in safe play with toys. Collect pictures to illustrate the finished chart.

Invite other classes to visit the kindergarten to see the toy shop and demonstrate the acquired learnings and understandings through the actions shown.

Tell about special rooms in his home or school that are solely given to leisure activities, such as: the T.V. room, the family room, the den, the basement, the library, and the gymnasium.

Bring to class photos or ads from newspapers and magazines showing children or adults engaged in different types of recreation, whether as active participants or as passive spectators, indoors or outdoors, in any part of the world or any period of time. Plan a class scrapbook which might be titled "Leisure is for Everyone."

Play the singing game "Little Sally Saucer." Learn which side of his classroom is "east" and which side is "west." Visit the schoolyard with the teacher to see the sun in the east in the morning or the west in the afternoon.

Bring pictures of his favorite vacation site and help the teacher construct a bulletin board with such captions and subtitles as:

On Our Vacation

We had a good vacation.
We hiked.
We rode a horse.

We saw things.
We sang.
We ate in a restaurant.

C. Leisure in Other Parts of the World

Listen as the teacher tells about the kinds of leisure that other people enjoy in other lands.

During "show and tell" time observe labels which tell the countries where the various toys were made. Watch as the teacher points out these countries on the globe or world map. Become familiar with such countries as China, Japan, India, South America, Germany, Great Britain, and with such cities as Pittsburgh, New York, Dayton, and other toy manufacturing locations in the United States.

Review the map and table display of toys from other places and note the different materials and designs used. Listen to the teacher tell how the availability of materials may be identified with the products of the country.

View pictures in books about children around the world and observe the toys and games that are part of every child's fun. Note the toys that Puerto Rican, Mexican, Oriental, European, Eskimo, and American children have.

View the films "Children of China," "Children of Holland," or "Children of Japan." Compare the toys and games seen in the films with the toys and games he enjoys during his leisure time.

Make a chart which summarizes this unit such as:

All children have toys.
All children have games.
Both children and adults like toys and games.

Visit the social center and observe the kinds of games which are available for young participants. Note that order, quiet play, and careful handling of equipment are important for the enjoyment of all.

Plan with the teacher a program to present for his parents or other classes in his school which show the many different ways people enjoy their leisure in a wholesome way. Include in the program a toy, game, or way for resting his body, for amusing others, for exercising his body, for learning something new, and for competing against others.

SUGGESTIONS FOR THE TEACHER

The unit "Wholesome Use of Leisure," is concerned with introducing the child to making choices of suitable and acceptable forms of recreation.

Emphasis should be placed upon understandings that create a feeling of "oneness" and that grow out of such basic concepts as stated in the understandings, for it is of importance that the child recognize and work with such truths as: all peoples, regardless of age, race, or culture have a need for wholesome leisure; all peoples structure their living habits according to the society in which they live, thus creating the vast difference in value, type, and time given to wholesome leisure. For example: people who live in a technologically advanced state or one relatively free from want, can afford more time for leisure than those who must expend countless hours of effort in the acquisition of means that barely satisfy their basic needs. As much emphasis should be placed upon the proper types of and the proper places for play as upon toys and games.

Therefore, the teacher must set a scene that will permit optimal opportunity for experiences evolving from sharing activities and must develop a "working" understanding of the term "sharing" as geared to the level of the child.

The following suggestions are given for the purpose of enriching the unit outline of content and supplementing the learning experiences and activities and must be executed by or through the teacher for maximum success.

Arrange a bulletin board with a grouping of assorted pictures of toys with corresponding names beneath each individual picture. Entitle this visual learning aid with a "readable" and meaningful title that will stimulate the child's imagination and thinking. Titles, such as "Toys are Fun for Everyone," "Time for Toys," "Toys Are for Fun," or"Toys Make Happy Girls and Boys," will promote group interest and participation.

Exhibit various "learning toys" by presenting information concerning the purpose and use of such devices, and give the child an opportunity of "working" with these toys before placing them on display.

Plan an imaginary visit to a toy shop or to the toy department in a nearby store. The purpose of this trip may be to buy a new toy for the room. Discuss the need for courtesy and cooperation during this trip.

Make an experience chart about the visit to the toy shop and correlate pictures of toys drawn by the children with short and "readable' sentences concerning the trip and the toys seen.

Make a picture dictionary of toys using the actual object. Label each picture or object and place within full view and at eye level of child.

Assemble two sets of corresponding pictures of several kinds of toys and have the children play matching games by having them select the same picture when its corresponding mate is shown or distribute both sets to them and have them (the children) stand when the names of toys are called.

Arrange pictures of toys into groups, such as toys for boys or girls, toys that work, toys that teach.

Review suggestions in the Supplement to the Teaching Guide for Mathematics for developing the concept of the value of toys in terms of the money used for their purchase.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (primer)
(Benefic) pp. 49-50

Burkhardt and McGuinness
Our Homes and School
(Benefic) pp. 47-58

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 38-41

Heffernan and Anderson
Girls and Boys at Home
(Harr Wagner) pp. 6-9, 18-22,
32-40

Hunnicutt and Grambs
I Live with Others (primer)
(Singer) pp. 47, 82-99

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 1-14, 5154

Thomas, et al.
Stories about Linda and Lee
(Gr. 1)
(Ginn) pp. 27, 33-34, 50-51

LIBRARY BOOKS

Calhoun, Mary
Sweet Patootie Doll
Morrow, 1957 (Gr. K-2)

Collodi, Carlos
Adventures of Pinocchio
Grossett, 1946 (Gr. 4-6)

Steiner, Charlotte
Kiki Skates
Doubleday, 1950 (Gr. 2-3)

Zolotow, Charlotte
In My Garden
Lothrop, 1960 (Gr. K-2)

FILMS

Beginning Responsibility:
Taking Care of Things
10 min. b & w X-B-61

Caring for Your Toys
10 min. b & w X-C-107

Tony Learns about Fire
20 min. b & w X-T-73

Children of China
11 min. b & w X-C-22

Children of Holland
11 min. b & w X-H-5

Children of Japan
11 min. b & w X-J-1

FILMSTRIPS

American Folk Tale Series Set II
(1240) color
"The Gift of St. Nicholas"
Carpenter

Fairy Tales for the Primary Grades
(1258) color
"Pinocchio"
American

Reading Readiness
(1318) color
"Boys' Toys"
E.B.F.

Families of the World
(2200) b & w
Visualcraft

Introduction to the Globe
(2210) color
"Up and Down"
"North, South, East, and West"
"Continents and Oceans"
"Night and Day"
"Hot and Cold Places"
Jam Handy

Exploring through Maps
(2198) color and b & w
"We Live on a Huge Ball"
"Flat Maps of a Round World"
"Maps and Men"
Visualcraft

MUSIC

American Singer (Gr. 1)
"The Rag Doll" p. 9
"My Little Red Wagon" p. 106

The First Grade Book
"Dolly" p. 167
"The Talking Doll" p. 168
"My Top" p. 170
"Jack-in-the-Box" p. 171

The Kindergarten Book
"Jack-in-the-Box" p. 127
"Jumping Jack" p. 127
"I'm a Spinning Top" p. 127
"Dolly" p. 128
"Teddy Bear" p. 128
"My Top" p. 128
"Doll's Lullaby" p. 129

Music for Early Childhood
"Jack-in-the-Box" p. 62
"Dolly's Lullaby" p. 12

New Music Horizons
"Spinning Top" p. 10
"My Toys" p. 20
"The Drum" p. 20

POETRY

Favorite Poems Old and New
"Block City"
by Robert Louis Stevenson p. 103
"Roller Skates"
by John Farrar p. 106
"Different Bicycles"
by Dorothy W. Baruch p. 107
"The Playhouse Key"
by Rachel Field p. 107
"The Lost Doll"
by Charles Kingsley p. 108
"The Kite"
by Harry Behn p. 109
"Paper Boats"
by Rabindranath Tagore p. 114
"Skating"
by Herbert Asquith p. 116

Time for Poetry
"What the Toys are Thinking"
by Ffrida Wolfe p. 100
"Rhyming Riddles"
by Mary Austin p. 169
"The Little Red Sled"
by Jocelyn Bush p. 192
"Mrs. Brown"
by Rose Fyleman p 210
"Grizzly Bear"
by Mary Austin p. 239
"The Wind"
by Robert Louis Stevenson p. 153
"Who Has Seen the Wind"
by Christina Rosetti p. 153

MATERIALS FOR REFERENCE FOR
ADAPTATION BY THE TEACHER

Caudill, Rebecca
Best Loved Doll
Holt, 1962 (Gr. 3-4)

Davis, Charlotte
Toys to Sew
Lippincott, 1961 (Gr. 6-8)

National Geographic School Bulletin
Christmas, 1963
"Toy Ideas" p. 166

KINDERGARTEN

UNIT VI

MY RESPONSIBILITIES

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

All human beings, regardless of age, status, or culture have some responsibilities both toward themselves and others in their daily lives.

Some of our responsibilities are assumed voluntarily, others are imposed upon us by social, cultural, legal, or moral obligations.

Civilization is based upon the willingness of individuals to assume responsibilities and carry out obligations.

Children must accept responsibility for their own pets, possessions, and behavior.

We are all responsible to others and for someone or something.

Democracy depends upon a responsible citizenry for its preservation.

A good citizen accepts and carries out his responsibilities of citizenship.

CONTENT

A. Concept of responsibility

- Definition
  - voluntary
  - mandatory
- Importance

B. Opportunities for exercising responsibilities

- At home
  - toward people
  - toward pets
  - toward property
- At school
  - toward people
  - toward rules and regulations
  - toward property
- In the neighborhood
  - toward people
  - toward laws
  - toward property

C. How others exercise responsibilities

- At home
- In school
- In the neighborhood
- In other places

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Concept of Responsibility

Listen as the teacher defines the word "responsibility" as something he has inside that makes him feel happy. Responsibility makes him happy because a responsible person helps others, does things for others, has duties that he enjoys doing, and helps himself by learning to work with others.

Help the teacher make a list of people he knows who have jobs and who have responsibilities, such as:

the mailman — delivers our mail
the policeman — helps us cross the street
mother — keeps our house clean
father — works everyday
teacher — helps us with our work

Draw a mural of the people he knows who have responsibilities. Show these workers at work and discuss how these responsibilities are a part of their work.

View the filmstrip "Johnny Appleseed" and talk about the responsibility that Johnny felt and the things he did for others that made him happy.

View the filmstrip "Promises Are Made to Keep" from the series, Developing Your Personality and discuss the reasons why certain responsibilities are more important than others and the reasons for wanting to be a reliable and trustworthy junior citizen.

Listen as the teacher tells about her duties and responsibilities in relation to her school day, such as keeping attendance records, teaching interesting things to her students, being on time, being on her hall-duty post, being polite, being considerate, being kind and patient, and accepting the numerous responsibilities which are an important part of her job.

Talk about the things that would happen if both children and adults decided not to assume their responsibilities, such as buses not being on time or even running, drivers going against the traffic lights, children and teachers not attending school, schools not being cleaned or lighted by the custodial staff, mother failing to make the meals for her family, father failing to work for the money the family needs, and other various situations that would affect him and his family and his friends.

View the filmstrip "The Little Engine That Could" from the series, Children's Fairy Tales and review the responsibilities that the little engine felt for the children who lived in the town around the big mountain. Listen as the teacher relates this experience to everyday situations she encounters as she meets responsibilities that must be

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT

As an individual grows in maturity, his ability and willingness to accept responsibility grows.

A person's values and attitudes are a part of his cultural heritage which is reflected in the personal and social responsibilities which he accepts or assumes.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

become aware of the greater area of water than land on the earth's surface

become aware of differences in climate in tropical and high latitudes of the earth

become familiar with climatic terms, such as hot, dry, wet, cold.

In developing reading readiness, the pupil should:

associate experiences encountered in "reading" with personal experiences

enjoy listening to stories

learn to listen to stories to find the answers to simple questions

increase vocabulary through speaking

identify new words through picture clues accepted even though sometimes difficult to accomplish, such as, the responsibility she has to educate the children in her class, the responsibility of keeping her room busy and comparatively quiet.

B. Opportunities for Exercising Responsibilities

Tell about the responsibilities he assumes at home, such as:

making the beds
helping with the dishes
taking care of his toys
washing his face and hands
getting to bed on time
feeding his pet

Draw and paint pictures of the above activities and help the teacher display them on a bulletin board with appropriate captions under or over each individual picture.

View the following filmstrips and discuss the responsibilities and duties of people he is acquainted with, such as the teacher, the school nurse, the cafeteria worker and others, from the series School Helpers. Discuss the similarities between the teacher he sees in the filmstrip, "The Teacher" with his own teacher; discuss the responsibilities of the nurse as seen in "The School Nurse" with the responsibilities of the school nurse with whom he is acquainted and likewise with the cafeteria worker and others.

Bring pictures to school that show how various people work and how they attend to responsibilities given them.

Have a class discussion about his pets and tell about such things as how he feeds his pet, how he cares for his pet, and how he treats his pet.

View the filmstrip "The Little Red Hen" and discuss the responsible role Mother Hen had in comparison to the roles of her friends. Relate this situation to similiar circumstances he has had to meet.

Take a trip around the neighborhood and count the workers he sees, as the garbage man, the telephone lineman, the grocery clerk, the bus driver, the delivery boy and the construction worker.

Talk about the responsibilities of these people and the obligation they have toward others and toward themselves.

Invite a member from the National Guard or Reserves to class and ask questions concerning the responsibilities and obligations he has as regards to his country and others.

Draw pictures of how he exercises his responsibilities and display on bulletin board with appropriate captions, for example:

Louise obeys the
crossing guard

Peter walks on
the sidewalk

Alice crosses with
the light

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
begin to build a sight vocabulary of social studies words.	

In developing social skills, the pupil should:

progress in developing self-reliance in accord with maturity level

accept responsibility for participation in class activities

grow in ability to plan activities

share enthusiasm and experiences.

Attitudes and Appreciations

The pupil should:

appreciate the necessity for assuming responsibility for his own possessions and actions

feel concern for the well-being of pets or others for whom he holds some responsibility

begin to take pride in the contributions made by great patriots who bravely accepted the responsibility for building and protecting our country.

Listen to the teacher as she explains the responsibilities all girls and boys have if they own a pet.

Listen to the teacher read selected poems: "The Ordinary Dog" by Nancy Byrd Turner, "The Animal Store" by Rachel L. Field, "Mrs. Peck-Pigeon" by Eleanor Farjeon, and "The Little Turtle" by Vachel Lindsay. Discuss the meaning of the term pet and observe as the teacher lists his answers on the chalkboard. Share experiences around the characteristics of pets.

Draw the picture of a pet he owns or would like to own. Tell the class the reason for the choice of pet.

Have a pet parade using the pictures. Count the different types of pets portrayed.

Participate in a class project to recognize the various kinds of pets by separating the pictures into groups according to dogs, cats, pets that swim, pets that fly. Help the teacher make a story chart which the group will "read" to the best of the class.

Participate in a group project to draw up a list of an owner's responsibility to a pet. Prepare a plan for each type of pet regarding feeding, housing, caring, and handling.

Discuss the reasons why pets are said to be loyal to owners. Point out the reasons one should get acquainted with a pet and his master before attempting to approach the animal. Realize that pets can be dangerous. Make a list of rules for meeting strange pets.

Listen to the teacher tell a story about a pet. Decide on a suitable ending for the story. Ask the class to choose the story ending. Compare with the true story ending.

Help the teacher make a bulletin board of pictures cut from magazines, work books, coloring books. Title it. Write simple sentences beneath each picture. A sample follows.

A Pet Is Many Things

A pet is a friend.

A pet is a family member.

A pet is fun.

A pet is little.

A pet is big.

A pet is tame.

Draw a picture or construct a "model" home or place for his favorite pet.

Play a game with other members of the class to name terms used in connection with animals that are not used with people. An example follows:

People live in a house.
Birds live in a ________. (nest)
Dogs live in a __________. (dog house)

Experiment with other terms in the above mentioned pattern.

Arrange a display of foods which are good for each kind of pet. Tell why the right kind of food is just as important for pets as for boys and girls.

Play a game associating types of animals and related foods.

Learn to measure the right amount of food for his favorite pet.

Discuss the need for washing hands before and after handling pets.

View the filmstrip "The Pet Stories" and become familiar with common pets.

Model favorite pets from clay, styrofoam or papier-mâché. Display models in shoe box homes and invite parents to see the exhibit. Take the models home after the exhibit.

Collect and bring pictures of pets to school. Make a booklet of pets to take home. Be prepared to tell a story about each picture.

View the film "Skipper Learns a Lesson" and discuss why Susan and her dog decided to be nice to others.

Talk about ways of showing a pet that it is loved and needed.

Learn some nursery rhymes which tell about pets. Include such rhymes as "Mary Had a Little Lamb," "The Gingerbread Boy," "The Old Woman and Her Pig," "Little Bo-Peep." Be prepared to present the rhymes for the enjoyment of other groups in the room or guests.

Draw and paint pictures of favorite pets and have the teacher arrange these pictures on a bulletin board.

Listen to the story Once There Was a Kitten by Janet Konkle and answer simple questions, such as:

Why did Little Kitten's mother want her to be a lady?
Was it difficult for Little Kitten to do everything Jill did?
Did Little Kitten learn to be a lady?

Take a trip to the local fire station, drug store, shoe repair shop, or grocery store. Ask to see the pets that "live and work" in these places. Ask about the role they play in the community and neighborhood regarding cleanliness and safety.

Listen to the story Pets around the World by Kathryn Jackson and become acquainted with pets in other lands.

View the film "Ali and Baby Camel,"and "A Boy of India," "Rama and His Elephant," and note the kinds of pets children have in other countries.

View the film "Live Teddy Bears" to see how the Koala bear of Australia lives, eats, sleeps, and travels. Compare the Koala to a teddy bear.

Observe as the teacher points to India, Arabia, and other countries mentioned in this unit, on the globe or world map. Point out these countries and name the pets which originate from these places.

Draw a picture, model a clay figure, or construct a papier-mâché model of a pet from a foreign land he would like to own as his own. Arrange these models or pictures before a world map and attach a string from the animal to the country.

Find and match animals, foods, and countries which are related. Check answers on the displays and maps in the room.

See the differences in animals that live in other countries. Note that animals live where they can best grow.

Arrange an animal shelf for displaying models of pets here and in other lands. Display the local animals on the left, the foreign animals on the right. Tell which animal here compares to an animal there, pointing from left to right as he tells the story.

Call a friend on the toy telephone and tell a story of an unusual pet he learned about in the class discussion. Ask the other members of the class to listen to see if the story is correctly told.

Listen as the teacher explains the reasons why camels, elephants, skunks, or alligators are pets in other parts of our country, or in foreign lands, but are not in the local community.

C. How Others Exercise Responsibility

View the series The Neighborhood Community and learn about the responsibilities he has as concerns his neighbors and his neighborhood.

Listen as the teacher explains the reasons it is best to protect properly and to care for the property of others.

Help the teacher list several rules about the proper way to care for and preserve the property that belongs to him and to others. Illustrate these simple sentences and make into booklets to be taken home.

I walk on the sidewalk.
I play in parks and play areas.
I obey traffic signals.
I put my toys away.
I keep off the grass.
I listen to the patrol lady.
I am careful with my friend's to
I walk my neighbor's dog.

Ask the school principal or clerk or custodian to class to tell about the ways he carries out his responsible tasks. Make up simple sentences and watch as his teacher writes these on the chalkboard. Note the following example:

See Mr. Jackson.
He is our custodian.
He sweeps our room floor.
He dusts our tables.
He dusts our chairs.
He does many things.

Ask parents to tell about the responsibilities they assume at home and the various ways in which they carry out these tasks or obligations.

SUGGESTIONS FOR THE TEACHER

The unit "My Responsibilities" is concerned with introducing the child to recognizing responsibility and understanding some of his own responsibilities in the family, the classroom, and the immediate neighborhood.

Emphasis should be placed upon responsibility to someone as well as for someone or something. The responsibility of the child for his school supplies, his wraps, and his desk, as well as for a pet or a classroom task such as watering the plant or passing paper are obvious starting points for a discussion of just what "responsibility" involves. The responsibilities of parents, teachers, older siblings, patrol boys, firemen, workers on any job, soldiers and others active in a dramatically vivid way in discharging their particular "responsibilities" are equally effective examples for comparing the various forms responsibility takes.

Adults share more responsibilities than children; public officials have more specific responsibilities toward the community at large, yet all citizens have many responsibilities, whether assumed voluntarily or demanded by patriotism or specified by statute.

The unit should include consideration of the responsibility of each individual toward conserving his own health and property and cooperating in conserving that of the entire group as a nation.

Contrast should be made between the promise made, the voluntary responsibility, and the responsibility which good manners, justice, fair play, honesty, decency, or wisdom prescribes. Much can be accomplished in the way of considering critically at his own level of maturity the matter of choices, of values and ideals.

Much can be done with the child's interest in pets, the care of animals in a zoo or circus. Based upon his learnings in the previous units about his classroom, school, and family, much can be reviewed in the nature of responsibilities of the individuals in each social group. Pictures of family or school groups of different peoples of the world can be utilized to discuss evidences shown of the exercise of responsibility by individuals in the pictures. Films showing bird or animal parents watching over their young can be utilized as a vehicle for motivating discussions of parental responsibility for the care of the young.

The "why" for fire drill, passing, and street-crossing regulations can be examined and discussed on the basis of responsibility both to self and to others. This is a unit emphasizing citizenship, sociology, and human relations as well as any other disciplines.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Primer)
(Benefic) pp. 12-13, 18-19

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 104-106

Hanna, et al.
At Home (Primer)
(Scott Foresman) pp. 38-45,
61-63

Hanna, et al.
At School
(Scott Foresman) pp. 51-55

McIntire and Hill
Billy's Friends
(Follett) pp. 9-12, 28-34,
115-22

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 52-82

Heffernan and Anderson
Girls and Boys at Home
(Harr Wagner) pp. 11-12, 18-19,
40-45, 56-57

Hunnicutt and Grambs
I Live with Others (Primer)
(Singer) pp. 122-25

Thomas, et al.
Stories about Linda and Lee
(Gr. 1)
(Ginn) pp. 66-75

LIBRARY BOOKS

Ardizzone, Edward
Paul the Hero of the Fire
Walck, 1962 (Gr. K-2)

Barr, Jene
Miss Terry at the Library
Whitman, 1962 (Gr. 2-3)

Berg, Jean H.
O'Learys and Friends
Follett, 1961 (Gr. 2)

Bright, Robert
My Hopping Bunny
Doubleday, 1960 (Gr. K-2)

Calhoun, Mary
Houn' Dog
Morrow, 1959 (Gr. K-4)

Cameron, Polly
Cat Who Thought He Was
a Tiger
Coward, 1956 (Gr. K-2)

Carton, Lonnie C.
Daddies
Random House, 1962 (Gr. K-2)

Colonius, Lillian
At the Post Office
Melmont, 1953 (Gr. 2-4)

Cook, Bernadine
Curious Little Kitten
Scott, 1956 (Gr. K-2)

Darby, Gene
What Is a Turtle
Benefic, 1959 (Gr. K-2)

D'Aulaire, Ingri
Don't Count Your Chickens
Doubleday, 1943 (Gr. K-2)

Denison, Carol
Part-Time Dog for Nick
Dodd Mead, 1959 (Gr. K-2)

Dillon, Ina
Policemen
Melmont, 1957 (Gr. 2-4)

Dolch, Edward W.
I Like Cats
Garrard, 1959 (Gr. 1)

Dolch, Edward W.
Dog Pets
Garrard, 1959 (Gr. 1)

Dupre, Ramona
Too Many Dogs
Follett, 1960 (Gr. 1-2)

Foster, Polly
About Your Kitten
Melmont, 1955 (Gr. 1-3)

Foster, Polly
About My Puppy
Melmont, 1956 (Gr. 2-4)

Freeman, L.
Pet of the Met
Viking, 1953 (Gr. K-2)

Gag, Wanda
Millions of Cats
Coward, 1928 (Gr. K-2)

Georgiady, Nicholas
Gertie the Duck
Follett, 1959 (Gr. 1-2)

Goodman, George
Bascomb the Fastest Hound Alive
Morrow, 1958 (Gr. K-2)

Greene, Carla
I Want To Be a Librarian
Childrens, 1958 (Gr. 2-3)

Greene, Carla
I Want To Be a Policeman
Melmont, 1958 (Gr. 2-3)

Greene, Carla
I Want To Be a Postman
Melmont, 1958 (Gr. 2-4)

Greene, Carla and Kessler, Leonard
What They Do? Policemen and Firemen
Harper, 1962 (Gr. 1-2)

Hastings, Evelyn
Pearl Goes to School
Follett, 1962 (Gr. 1)

Hastings, Evelyn
Postmen
Melmont, 1957 (Gr. 2-4)

Hawkinson, Lucy and John
City Birds
Whitman, 1957 (Gr. 2-4)

Hobbs, Barbara
Alexander's Animals
Houghton Mifflin, 1958 (Gr. K-2)

Hoffman, Elaine
More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Hoffman, Elaine
Our Friendly Helpers
Melmont, 1954 (Gr. K-2)

Hoffman, Elaine
School Helpers
Melmont, 1955 (Gr. 1-3)

Hurd, Edith T.
Mr. Charlie's Pet Shop
Lippincott, 19[illegible]9 (Gr. 2-4)

Jackson, Kathryn
Pets around the World
Silver Burdett, 1957 (Gr. 3)

Keats, Ezra Jack
My Dog Is Lost
Crowell, 1960 (Gr. 3-5)

Konkle, Janet
Once There Was a Kitten
Childrens, 1962 (Gr. 1)

Latham, Barbara
Perrito's Pup
Hale, 1946 (Gr. K-2)

Lenski, Lois
Davy and His Dog
Walck, 1957 (Gr. 1-2)

Lenski, Lois
Policeman Small
Walck, 1962 (Gr. K-2)

Lubell, Cecil and Winifred
Rosalie the Bird Market Turtle
McNally, 1962 (Gr. K-2)

Lord, Nancy
My Dog and I
McGraw-Hill, 1958 (Gr. K-2)

McCall, Edith
Buttons and the Pet Parade
Benefic, 1954 (Gr. 1-2)

Miner, Opal
The True Book of Policemen and Firemen
Childrens, 1954 (Gr. 1-3)

Palazzo, Tony
Four Musicians
Doubleday, 1962 (Gr. K-2)

Palazzo, Tony
Animals 'round the Mulberry Bush
Doubleday, 1958 (Gr. K-2)

Paull, Grace A.
Freddy, The Curious Cat
Doubleday, 1958 (Gr. 2-3)

Popendorf, Illa
True Book of Pets
Childrens, 1954 (Gr. 2-4)

Schlein, Miriam
Amazing Mr. Peligrew
Abelard, 1957 (Gr. K-2)

Selsam, Millicent
Tony's Birds
Harper, 1961 (Gr. 1-3)

Suess, Dr. (pseud.)
Yertle the Turtle
Houghton Mifflin, 1958 (Gr. K-4)

Shapp, Martha and Charles
Let's Find Out about Policemen
Franklin Watts, 1962 (Gr. 1-2)

Shapp, Martha and Charles
Let's Find Out about School
Franklin Watts, 1961 (Gr. 1)

Slobodkin, Louis
Excuse Me--Certainly
Vanguard, 1959 (Gr. K-2)

Sterling, Dorothy
Ellen's Blue Jays
Doubleday, 1961 (Gr. 3-5)

Stelz, Mary S.
Emmetts' Pig
Harper, 1959 (Gr. 1-2)

Tabak, May N.
Fish Is Not a Pet
McGraw-Hill, 1959 (Gr. 3-4)

Thayer, Jane (pseud.)
Mrs. Perrywinkle's Pets
Morrow, 1955 (Gr. 3-4)

Williamson, Stan
No-Bark Dog
Follett, 1962 (Gr. K-2)

Zion, Gene
Harry and the Lady Next Door
Harper, 1960 (Gr. 2-3)

Zion, Gene
Harry the Dirty Dog
Harper, 1956 (Gr. K-2)

Zion, Gene
No Roses for Harry
Harper, 1958 (Gr. K-2)

Zolotow, Charlotte
Little Black Puppy
Golden Press, 1960 (Gr. 1-2)

FILMS

Animal Friends
11 min. color X-A-12

Beginning Responsibility: Taking Care of Things	11 min.	b & w	X-B-61
Bus Driver	11 min.	b & w	X-B-10
Care of Pets	11 min.	b & w	X-P-6
Caring for Your Toys	10 min.	B & w	X-C-107
Chesapeake Bay Retriever	9 min.	b & w	X-F-24
Developing Responsibility	10 min.	b & w	X-D-29
Frank and His Dog	6 min.	color	X-F-115
Frank Tends the Garden	6 min.	color	X-F-116
The Golden Rule: A Lesson for Beginners	10 min.	b & w	X-G-56
How We Co-operate	10 min.	b & w	X-H-59
Irish Children	10 min.	b & w	X-1-13
Johnny Appleseed	14 min.	color	XOJ-21
Kitty Cleans Up	10 min.	b & w	X-K-5
Legend of the Pied Piper	10 min.	color	X-L-35
The Lighthouse	11 min.	color	X-L-62
The Little Black Lamb	11 min.	b & w	X-L-82
Little Miss Cowboy	8 min.	b & w	X-C-14
The Little Red Hen	10 min.	color	X-L-42
The Mailman	10 min.	b & w	X-M-24
Mexican Children	11 min.	b & w	X-M-10
On the Way to School	10 min.	b & w	X-O-34
Our Community	11 min.	b & w	X-O-31
Patty Garman, Little Helper	11 min.	color	X-G-13
Peppy, the Puppy	10 min.	b & w	X-P-95
Respect for Property	10 min.	b & w	X-R-38
Safety with Animals	13 min.	color	X-S-316
School Rules: How They Help Us	10 min.	b & w	X-S-144
Sharing Work at Home	10 min.	b & w	X-S-95
Squeak the Squirrel	10 min.	b & w	X-S-134
Three Little Kittens	9 min.	b & w	X-A-13
Tony Learns about Fire	20 min.	b & w	X-T-73
Zoo Babies	10 min.	b & w	X-Z-3

FILMSTRIPS

Animal Stories
(1360) color
"Hoppy the Rabbit"
"The Adventures of Pete and His Dog"
Jam Handy

Children's Fairy Tales
(1252) color
"The Little Engine That Could"
S.V.E

Children's Stories
(1254) color
"The Little Red Hen"
McGraw-Hill

Community Series
(2098) color
E.B.F.

Developing Your Personality
(1122) color
"Promises Are Made to Keep"
E.B.F.

Earth, Home of Man
(2194) color
"This Earth of Ours"
"The Surface of the Land"
American

Families of the World
(2200) b & w
Visualcraft

Guidance Stories
(1125) color
"Playing Fair"
"Sticking to Your Job"
"One Kind of Bravery"
"Taking Care of Your Things"
E.B.F.

Introduction to the Globe
(2210) color
"Up and Down"
"North, South, East, and West"
"Continent and Oceans"
"Hot and Cold Places"
Jam Handy

Johnny Appleseed
(1282) color
Film Strip-of-the-Month

The Neighborhood Community
(2088) color
"Sharing with Neighbors"
"Places We All Own"
E.B.F.

Pet Stories
(1300) color
E.B.F.

Picture Stories for Reading Readiness — Series I
(1306) color
"Puppy Plays a Trick"
"Buying a Pet"
Jam Handy

Primary Health Series
(1156) color
"Straight and Tall"
"Keeping Clean"
Young American Films

School Helpers Series
(1326) color
Young American Films

Stories about Pets
(1328) color
Carpenter

Stories to Read
(1330) color
Carpenter

Story-Time Picture Tales
(1334) color
"Change About"
"Pied Piper"
Carpenter

POETRY

Time for Poetry
"The Animal Store"
by Rachel Field p. 88
"Chanticleer"
by John Farrar p. 138
"The Little Turtle"
by Vachel Lindsay p. 129
"Mrs. Pick-Pigeon"
by Eleanor Farjeon p. 98
"The Ordinary Dog"
by Nancy Byrd Turner p. 79

MUSIC

Music For Early Childhood (Gr. K-1)
"My Little Cat" p. 59
"John the Rabbit" pp 63

Music Round the Clock (Gr. 1)
"My Little Ducklings" p. 21
"Baby Chicks" p. 31
"Surprise" p. 33
"My Little Cats" p. 34

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Buck, Margaret W.
Pets from the Pond
Abingdon, 1958 (Gr. 6-8)

Clymer, Eleanor
Mr. Piper's Bus
Dodd, 1961 (Gr. 4-6)

Martin, Patricia
The Rice Bowl Pet
Crowell, 1962 (Gr. 3-5)

Pettit, Theodore
Animal Signs and Signals
Doubleday, 1961 (Gr. 6-8)

Shuttlesworth, Dorothy
Story of Cats
Doubleday, 1962 (Gr. 6-8)

Shuttlesworth, Dorothy
Story of Dogs
Doubleday, 1961 (Gr. 6-8)

Wolfe, Louis
Let's Go to a City Hall
Putnam, 1958 (Gr. 4-6)

KINDERGARTEN

UNIT VII

FRIENDSHIP

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Concept of a friend
The pupil should understand that:	Definition Reasons for being a friend Friends at school Friends at home
Good friends include people and pets.	
A friend is someone or something that makes one happy.	B. Ways of being a friend
Being friendly makes one feel happier.	Sharing Cooperating Helping
Friends can live close by or far away.	
All people want and need friends.	
By being friendly toward one another, peace and understanding among nations can grow and develop.	C. Friends in other places
Being a friend includes caring enough to help others.	
Being a friend includes sharing and cooperating with others.	
To have friends one must be a friend.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Concept of a Friend

Listen to the teacher explain by way of simple definition the term "friend"; for example, a friend is a person; a friend can also be a "thing," such as a pet. We can have many friends.

Help the teacher list on the chalkboard the many "people" friends he knows. Start with mother, father, sister, brother, grandfather, and grandmother, and add others.

Discuss and share experiences concerning these friends. Tell the reason for calling these people "friends."

Discuss the difference between friends and acquaintances.

Listen to the teacher summarize the characteristics just mentioned and try to understand the new words he presents, such as: friends care, friends share, friends give enjoyment, friends give happiness.

Help draw up a class list of the names of friends who are outside the school and home, but who are met on the way to school or on the way home from school; friends who work in the neighborhood; friends who are nice to know.

Discuss and share experiences concerning these neighborhood friends. Define the reasons for calling these people "friends."

Help the teacher make a wall picture dictionary of all the good "people" friends he knows. This dictionary should include such terms as mother, father, brother, teacher, principal, postman, crossing guard.

Locate and star on the school map the places where he finds the above friends.

Listen to the teacher read the following poems concerning "people" friends and listen for the answers to the questions for each:

"Neighborly" by Violet A. Storey
- What nice things did Mother send the neighbors?
- Were the neighbors nice to Mother?
- What does sharing mean?
- Why is sharing fun?
- How does sharing make you feel?

Note: From the experiences and activities suggested, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing map and globe readiness, the pupil should:	
locate homes of friends on floor map of neighborhood	
become aware of the names and location of other parts of the city or country or world where friends might be located	
become familiar with names of other places in the world which through friendly trade relations exchange needed materials with us.	
be aware of the use of the map and globe in locating different regions of the world.	
In developing reading readiness, the pupil should:	
continue to build up sight and speaking vocabulary	
associate new words and ideas with pictures	
add to development of experiential background.	
In developing social skills, the pupil should:	
practice courtesy and begin to expect it as his due	
practice and expect to receive cooperation and friendliness.	

"Walking" by Grace Ellen Glaubitz
Who went walking with Daddy in this poem?
How many like to walk with their daddies?
Where do you go when you walk with your daddy?
What did the children in this poem have to do to keep up with Daddy?
Why are daddies fun?

"The Policeman" by Marjorie S. Watts
What did the policeman say to Jim?
Why did Jim want the policeman for a friend?
How did the policeman help Jim?
How does the policeman help us?

Listen to other selected poems concerning "What is a friend" such as "The Cupboard" by Walter de la Mare, "The Dentist" by Rose Fyleman, and "The Cobbler" by Eleanor Alletta Chaffee.

Draw pictures of all the "people" friends he knows. Make these pictures into a booklet and share with friends at home.

View the filmstrip "The New Pupil" and become acquainted with reasons for making friends.

Listen to the teacher explain why making friends is fun. Try to understand the teacher's use of the words satisfaction, enjoyment, happiness.

Help the teacher arrange a bulletin board built around the title "Let's Be Friends to..." by collecting pictures of all the "people" friends he has. Place the pictures on the board with streamers coming from the center title. Ask the teacher to write the name of the friend under each individual picture.

Sing songs which tell about friends and the reasons for making friends, such as "My Father," "When Grandpa Comes," and others.

Listen to the teacher as he shares one or two items of interest concerning each child in class. Two examples follow:

Kenneth usually shares his blocks and beads with other boys and girls; he is fun to play with and this is why Kenneth is my friend.
Alice is very helpful around the room; she usually cares for the toys and helps put things away. Why do you think Alice is my friend?"

Share one or two nice things about a friend in the kindergarten and become acquainted with several new words that express feelings toward this friend. Example: "I like Sam. He makes me happy. We like to play together. I like him as a partner. We help each other."

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations The pupil should: recognize that school and home friends are important to his own happiness recognize that friends deserve courtesy and respect at all times appreciate the need to show friendship in order to gain it.	

Have a "friend" parade at school. Bring one good friend and share reasons why this person or "other" friend is a friend.

B. Ways of Being a Friend

Listen to the teacher explain the things he must do to make friends and to keep them.

Listen to the teacher read Let's Be Enemies by Janice Udry and find out again, "What makes an enemy; what makes a friend."

Dramatize an original playlet based upon the concept of sharing toys and cooperating with others during school.

Listen as the teacher tells stories about the ways in which grown-up people cooperate with one another.

Share experiences about the ways in which little people cooperate with one another.

View the filmstrips "Larry Learns Respect" and "Jack Joins the Team" from the series Adventures in Character Dimensions. Become aware of qualities which make one socially acceptable as a friend.

View the filmstrip "The Little Red Hen" and decide why the Little Red Hen was a good "friend" but the other animals were not. Tell what he thinks the Little Red Hen should have done about the other animals.

Listen to the teacher explain the need for learning to accept one another. Observe as he points out the many individual differences among people, among friends, and try to understand that everyone is different but that it is this difference that makes interesting friends.

Play games together, work together, and practice the rules of friendship every day. Have fun making new friends.

Observe the teacher as he makes a chart listing the names of every boy and girl in the kindergarten. Observe as he writes in the names of all the new friends each boy and girl makes during the school year.

Show the teacher that he is a friend by accepting and trying to understand the reasons why he is a friend.

Make up and act out little skits with the assistance of classmates and teacher which describe behavior he considers friendly and some he considers unfriendly.

Participate in a group project of listing and illustrating his responsibilities to his pets, his classmates, and his family. Draw simple pictures illustrating each responsibility listed in each case.

Invite several school friends, such as the principal, librarian, custodian, and clerk to the kindergarten to tell about the friends they have in school. Ask them questions, such as, "Why are friends important?" "Is making a friend fun?" "Can you have many friends?"

Listen to the teacher give a simple definition of the term responsibility, such as, "Responsibility is something we are expected to do. There are many things we must do as we grow up: help Mother, attend school, behave, learn to share, and learn to cooperate with others. It is also our responsibility to make friends, because making friends helps us to grow, helps us to learn about things, helps us to learn about ourselves."

Listen to the teacher read several stories concerning "other" friends and become more familiar with the reasons for having both "people" and "other" friends. Example: Everybody Likes Butch and Let's Be Friends by Bernice Bryant, Dog Came to School by Lois Lenski, Fun at My House by Barbara Lindsay, Daddies by Janet Frank, Quiet Mother by Charlotte Shapiro Zolotow, and Georgie Finds a Grandpa by Miriam Young.

Draw and paint pictures of "other" friends. Make a booklet of these pictures to take home. Share this booklet with friends.

Help the teacher arrange a bulletin board centered around these "friends." Help the teacher "write" the title and captions. "Read" the bulletin board and share its story with visitors and other children who come into the kindergarten.

Role-play situations involving a new boy in the school and in the neighborhood. Determine the problems faced. Tell why he wants to have friends, what kind of friends he likes, and how he makes friends.

C. Friends in Other Places

Locate on a map of the United States the places where friends who live outside Chicago are located. Point out the location using the state name. Use cardinal directions wherever possible.

Draw a picture of the out-of-town friend and mount the picture near the map. Attach a string from the picture to the map location. Ask the teacher to label the bulletin board display with a suitable caption.

Share with the class experiences he has had visiting friends in other places.

Bring an item of interest obtained while visiting friends in other places and tell the class why this souvenir reminds him of his friend.

Demonstrate to the class a game learned while visiting a friend in another part of the United States. Show that enjoyment of the game was enhanced by the fact that a friend shared it with him.

List the different kinds of people who can be considered friends because of their assistance and consideration to travelers.

Locate on the globe the places where friends live. Learn to locate and name the country mentioned.

Give examples of kind acts which begin to qualify strangers as friends. Show that courtesy is usually understood no matter where one might be.

Choose several of the kind acts mentioned in the above activity and plan to dramatize them for other members of the class.

Make simple puppets of friends in other places by cutting out crayon drawings and stapling the models to sticks. Give a puppet show to demonstrate the actions which qualified them as friends.

Compile a list of characteristics which identify friends whether they live in the community, in the country, or elsewhere in the world. Show that friendship is based upon similar characteristics everywhere.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Primer)
(Benefic) pp. 15-40

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 53-59, 68-72, 109-11

Hanna *et al.*
At Home (Primer)
(Scott Foresman) pp. 65-67

Hanna *et al.*
At School
(Scott Foresman) pp. 35-49

McIntire and Hill
Billy's Friends
(Follett) pp. 125-38

Durell *et al.*
Basic Social Studies Discussion Pictures
(Row Peterson)

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Homes and Our School
(American) pp. 66-81

Heffernan and Anderson
Girls and Boys at School
(Harr Wagner) pp. 4-55

Heffernan and Anderson
Girls and Boys at Home
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Live with Others
(Singer) pp. 3—47, 87-99

Hunnicutt and Grambs
I Play
(Singer) pp. 3-61

Thomas *et al.*
Stories about Linda and Lee
(Ginn) pp. 48-63

LIBRARY BOOKS

Anglund, Joan W.
Friend Is Someone Who Likes You
Harcourt, Brace, 1958 (Gr. K-2)

Anglund, Joan W.
Love Is a Special Way of Feeling
Harcourt, Brace, 1960 (Gr. K-2)

Battle, Florence
Jerry
Benefic, 1946 (Gr. 1)

Beim, Lorraine and Jerrold
Two Is a Team
Harcourt, Brace, 1945 (Gr. 2-4)

Bell, Gina
Good for Nothing
Abingdon, 1960 (Gr. 2-3)

Brown, Myra B.
Company Is Coming for Dinner
Watts, 1959 (Gr. 2)

Dorritt, Susan
Jason's Lucky Day
Abelard, 1958 (Gr. 3)

Eastwick, Ivy O.
I Rode the Black Horse Far Away
Abingdon, 1960 (Gr. 1-4)

Erickson, Phoebe
Just Follow Me
Follett, 1960 (Gr. 1)

Fisher, Aileen
Up the Windy Hill
Abelard, 1953 (Gr. K-2)

Frank, Janet
Daddies
Golden Press, 1954 (Gr. K-2)

Friskey, Margaret R.
Indian Two Feet and His Horse
Children's Press, 1959 (Gr. K-2)

Guilfoile, Elizabeth
Nobody Listens to Andrew
Follett, 1957 (Gr. 1-2)

Hall, H. Tom
Golden Tombo
Knopf, 1959 (Gr. 3-4)

Harbin, E.O.
Games for Girls and Boys
Abingdon, 1951 (Gr. 1-3)

Hoban, Russell
Herman the Loser
Harper, 1961 (Gr. K-2)

Hoff, Carol
Four Friends
Follett, 1950 (Gr. 2)

Hoff, Sydney
Who Will Be My Friends?
Harper, 1960 (Gr. 1)

Hoffman, Elaine
About More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Hoffman, Elaine
About School Helpers
Melmont, 1955 (Gr. 1-3)

Hogner, Nils
Boldy
Abelard, 1953 (Gr. 2-4)

Krasilovsky, Phyllis
Scaredy Cat
Collier, 1959 (Gr. K-2)

Kravetz, Nathan
Two for a Walk
Walck, 1954 (Gr. 1-3)

Lenski, Lois
Dog Came to School
Walck, 1955 (Gr. K-2)

Lexau, Joan
Cathy Is Company
Dial, 1961 (Gr. K-2)

Liang, Yen
Dee Dee's Birthday
Walck, 1952 (Gr. K-2)

Liang, Yen
Tommy and Dee Dee
Walck, 1953 (Gr. 1-3)

Liebers, Ruth
Stevie Finds a Way
Abingdon, 1958 (Gr. 2-3)

Lindsay, Barbara
Fun At My House
Dutton, 1955 (Gr. K-2)

Martin, Patricia Miles
Show and Tell
Putnam, 1962 (Gr. K-2)

Minarik, Else H.
Little Bear's Friend
Harper, 1960 (Gr. 1-2)

Palazzo, Tony
Little Red Hen
Doubleday, 1958 (Gr. K-2)

Slobodkin, Louis
Excuse Me, Certainly
Vanguard, 1959 (Gr. K-2)

Slobodkin, Louis
One Is Good but Two Are Better
Vanguard, 1956 (Gr. K-2)

Steiner, Charlotte
Kiki's Play House
Doubleday, 1962 (Gr. K-2)

Taylor, Sydney
Mr. Barney's Beard
Follett, 1961 (Gr. 1-2)

Thayer, Jane (pseud.)
Andy and His Fine Friends
Morrow, 1960 (Gr. K-2)

Thayer, Jane (pseud.)
Gus Was a Friendly Goat
Morrow, 1962 (Gr. K-2)

Udry, Janice May
Let's Be Enemies
Harper, 1961 (Gr. K-2)

Vreeken, Elizabeth
Henry
Follett, 1961 (Gr. 2)

Young, Miriam
George Finds A Grandpa
Golden Press, 1954 (Gr. K-2)

Zion, Gene
Meanest Squirrel I Ever Met
Scribner's, 1962 (Gr. K-2)

Zolotow, Charlotte
Quiet Mother and Noisy Little Boy
Hale, 1953 (Gr. 1-3)

FILMS

Cindy Goes to a Party
10 min. b&w X-C-131

The Fun of Making Friends
10 min. b&w X-F-98

The Golden Rule: A Lesson for Beginners
10 min. b&w X-G-50

Let's Play Fair
10 min. b&w X-L-34

Parties Are Fun
10 min. b&w X-P-57

Play in the Snow
11 min. b&w X-S-7

The Ugly Duckling
10 min. b&w X-U-15

FILMSTRIPS

Adventures in Character Dimensions
(2078) color
"Larry Learns Respect"
"Jack Joins the Team"
Visualcraft

Animal Friends
(1244) color with records
S.V.E.

Children's Fairy Tales
(1252) color
"Cinderella"
"Snow White and the Seven Dwarfs"
"The Little Engine That Could"
S.V.E.

Children's Stories
(1254) color
"Hansel and Gretel"
"The Little Red Hen"
"The Lion and the Mouse"
Visualcraft

Country Community
(2100) color
"Pet Parade"
Carpenter

Friendship Fables series
(1264) color
Eye Gate House

School Helpers series
(1326) color
Visualcraft

The United Nations Charter Group
(2226) color
"A Garden We Planted Together"
Bowmar

Walt Disney Story Classics
(1340) color
E. B. F.

MUSIC

Music For Early Childhood (Grade K-1)
"Dance to Your Daddy" p. 10
"Who's That Knocking at My Door?" p. 14
"Good-bye Song" p. 27
"Two in the Middle" p. 30

Music Round the Clock (Grade 1)
"A Song for Early Morning" p. 14
"Busy Workers" p. 17
"Guessing Song" p. 84

Music Round the Town (Grade 2)
"A Visitor" p. 121
"My Father" p. 32

The First Grade Book
"When Grandpa Comes" p. 56

POETRY

Time for Poetry, Arbuthnot, M. H.
"Neighborly" by Violet Storey p. 10
"Walking" by Grace Glaubitz p. 15
"The Policeman" by Marjorie Watts p. 39
"The Cupboard" by Walter de la Mare p. 28
"The Dentist" by Rose Fyleman p. 40
"The Cobbler" by Eleanor Chaffe p. 40
"The Hairy Dog" by Hervert Asquith p. 82
"The Little Red Sled" by Jocelyn Bush p. 224

MATERIALS FOR REFERENCE OR
ADAPTATION BY THE TEACHER

Bridges, William
Ookie, the Walrus Who Likes People
Morrow, 1962 (Gr. 4-6)

Shackelford, Jane D.
Child's Story of the Negro
Associated Publishers, 1956
(Gr. 4-6)

Sutherland, Efua
Playtime in Africa
Atheneum, 1962 (Gr. 3-5)

Taylor, Margaret
Did You Deed My Cow?
Hale, 1956 (Gr. 4-6)

KINDERGARTEN

UNIT VIII

FRIENDS IN ANOTHER CITY IN OUR COUNTRY--LOS ANGELES

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand and that:

Every American city belongs to a state and is a part of the United States of America.

Knowing and understanding families who live in far away places helps us to become friends.

Families who live in other cities are Americans, are friendly, and are like us.

Children and grown-ups attend school to learn how to become better citizens through knowledge and experience.

Education is important to all people in a democracy.

The location and climate of a city affect the way its people live.

Families in American cities are both alike and different in many ways.

Families living in our cities contribute in many ways to the greatness of America.

CONTENT

A. Comparison of Angelenos with Chicagoans

Americans all
Friends
Children and adults
Similarities

B. Types of activity in Los Angeles

Work
Leisure
Education

C. Types of homes in Los Angeles

Houses
Projects
Hotels
Trailers

D. Points of interest in Los Angeles

Climate
Beauty
Places of interest
Resources

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of Angelenos with Chicagoans

Listen to the teacher give a brief definition concerning the term "American" and discuss what a good American is. Give examples of good Americans that are familiar to all.

Listen as the teacher reads stories involving children, adults, "friends" from other places in our country.

Participate in a discussion concerning how we can become friends with people who live in other cities.

Help the teacher list the friends who live in other cities but who contribute to our daily routine, such as truck drivers, farmers, postal workers, bus drivers, police detectives.

View pictures of American children and adults and help the teacher construct a bulletin board built around the concept "being a good American means being a good friend and helping others."

Listen as the teacher explains the following interesting facts about Los Angeles:

It is the largest city in the United States in area.
It is on the Pacific Ocean; Chicago is on Lake Michigan
It is a city much like Chicago because it has big buildings, neighborhoods, houses, parks, schools, libraries, buses, cars, museums, superhighways.
It is a city where movies are made.
It is located in a sunny state from which our country gets many of its fruits and vegetables.
Many people live in Los Angeles; people come from all over the world to work and play in Los Angeles and Chicago.

B. Types of Activity in Los Angeles

Discuss the many kinds of work his father and mother do. Help the teacher write an experience story centered around the idea that it is good to work. Then draw a mural illustrating the many kinds of occupations that are familiar, using the following captions:

1. It is fun to work.
2. Working makes us happy.
3. There are many kinds of work.
4. See how fathers work.
5. See how mothers work.
6. See how we work.

Note: From the experiences and activities suggested, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

learn basic concepts for map usage

identify land and water areas on map and globe

learn directional words, such as up, down, left, right

learn to distinguish land from water

recognize simple symbol for a city placed on a map

become acquainted with location of own city and city to be studied

recognize a simple symbol for mountains drawn on a map.

In developing reading readiness, the pupil should:

increase speaking vocabulary

handle and show interest in picture books

tell what is happening in a picture

tell a complete story from looking at the pictures in a book

learn to listen to stories to find answers to simple questions

increase sight vocabulary

Discuss the many different products that come from Los Angeles, such as fruits and vegetables (although from California, in general, and not Los Angeles, in particular), movies, fish, airplanes. Discuss why some work differs in Los Angeles from Chicago and the reasons for this difference.

Discuss the work of the orchard grower and the farmer, of the people engaged in making films and television, of the fisherman.

Discuss types of workers similar to both cities.

View films and filmstrips, such as "Orange Grower" and become acquainted with the work of raising and harvesting a crop.

Help the teacher construct a bulletin board comparing the ways fathers work in Chicago with the ways some fathers work in Los Angeles. (Illustrations with brief captions would be suitable.) Use captions as follows:

Chicago fathers work as--	Los Angeles fathers work as--
bus drivers	bus drivers
policemen	policemen
office workers	office workers
factory workers	farmers
television men	television men
lake fishermen	ocean fishermen
movie studio helpers	movie studio helpers
garbage collectors	garbage collectors
teachers (and others)	teachers (and others)

Listen as the teacher reads stories and poems about how fathers and mothers work and listen as he contrasts and compares the occupations in these two big cities.

Discuss the many kinds of play and recreation facilities that are found in Chicago and Los Angeles such as; parks, playgrounds, clubs, recreational facilities, museums, and theatres. Help the teacher plan, write, and illustrate several short experience stories centered around the theme that it is fun for everyone to play. One example follows:

I like to play.
This is how I play.
I play with Mother.
I play with Father.
I play with friends.

See Father play.
He plays with me.
He plays with our family.
Father likes to play.
See Father play.

Learn the song "America the Beautiful." Learn the name of the "shining sea" near which Los Angeles is located and other "sea" mentioned in the song. Note that our city lies almost midway on the map between the two "shining seas."

Draw or paint pictures of a school or a parade in greater Los Angeles showing the flag being displayed and honored. Explain why the American flag is as honored and respected by the children and adults of Los Angeles as by those of Chicago.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

interpret the action in pictures

participate in making experience charts, picture dictionaries.

In developing social skills, the pupil should:

practice courtesy

build habits of cooperation and "togetherness"

participate with others in group work

organize work and play materials

gain self-confidence

share ideas and experiences.

Attitudes and Appreciations

The pupil should:

become aware of the bigness of the United States

become aware of the interdependence of cities

understand the general concept of the relationship between people who live in cities and their dependence upon one another for the necessities of life

realize the importance of both work and play as a part of the learned pattern that structures everyday living

appreciate his country

recognize and respect the need for pride and loyalty

recognize the importance of learning about others.

View several filmstrips concerning children and adults at play and listen as the teacher summarizes the common ways in which all people play. View "A Day at School" from the series *Living Together*.

Draw a mural with the title "Everyone Likes to Play."

Bring in pictures of people at play and help the teacher construct a bulletin board centered around this theme.

Make a picture book of children and adults working, playing, and going to school.

Discuss the reasons for going to school and help the teacher write an experience story on this topic. Below is a sample of an experience story.

We go to school
We learn things in school.
We work in school.
We play in school.
School helps us.
Boys and girls like school.
Schools are everywhere.
Some schools are big.
Some schools are small.
Our school is (big, small).

Share experiences about other schools in Los Angeles and tell why all boys and girls should attend school.

Share experiences or ask an older child or a teacher to tell about his or her adventures in Disneyland or at a movie studio. Tell about the many places of recreation in Chicago that are similar to Disneyland, such as Riverview, neighborhood carnivals, Santa's Village (East Dundee).

C. Types of Homes in Los Angeles

Discuss the pictures of Chicago dwellings the teacher has brought to school. Share interesting facts concerning the type of house he lives in. Share such ideas as:

My house is (big, small).
(One family, many families) live(s) in my house.
I live (on the ground floor, high up on another floor) of my house.
There (is, is not) an elevator in my house.
There are ( ) rooms in my house.

Tell about other houses seen in the neighborhood or in the community. Answer questions and discuss why some houses are big and some little; why some houses have stairs, while some have elevators; why some houses are called apartments rather than homes, cottages, or hotels.

Collect and bring pictures of various types of shelter found in L.A. Compare the different types of shelter with the types we have in our city. Listen as the teacher tells about the fact that homes in Los Angeles seldom have heating systems and that they have flower gardens and sunshine all year around.

View the filmstrip series Family Shelter Service and become better acquainted with the various types of common shelter.

Listen as the teacher tells about the things in Los Angeles that are common to a very big city:

people
people who work
people who play
children
activities of children
houses
buses

Help the teacher make a chart, with illustrations, of the likenesses between our city and Los Angeles.

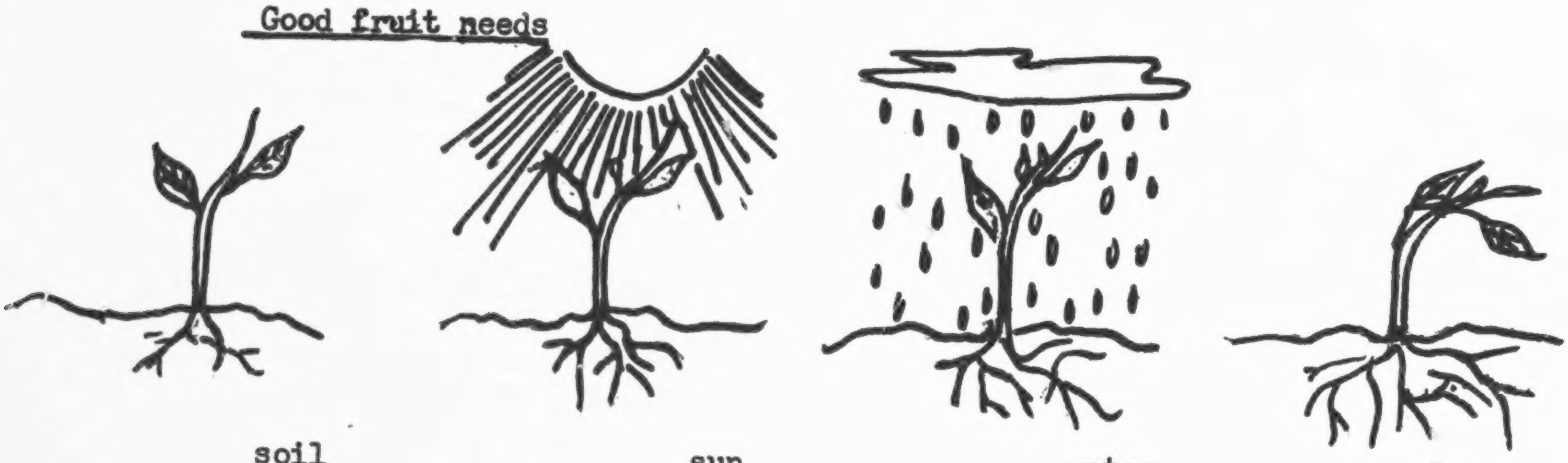
Chicago has--	Los Angeles has--
people	people
children	children
schools	schools
workers	workers
houses	houses
libraries	libraries

D. Points of Interest in Los Angeles

Bring in varieties of fruit, such as oranges and grapefruit and compare the differences in size and color. Discuss reasons for differences in size, color, and taste as related to sun, soil, and climate.

Help the teacher make a chart concerning the elements that contribute to the growth of good fruit and vegetables, such as:

Good fruit needs

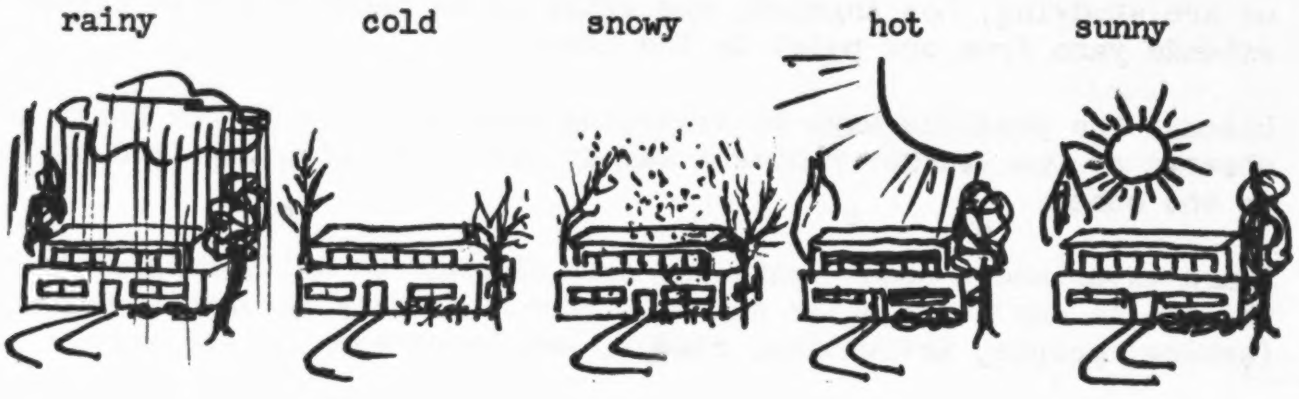


soil sun water air

to grow.

Listen as the teacher defines the term "climate" and share experiences concerning other types of climate or weather that all have experienced.

Help the teacher list the types of weather and draw pictures that are representative or each type as illustrated:



Listen as the teacher tells about the climate in Los Angeles and then gives the reasons for the kinds of fruit and vegetables grown in this area.

Share pictures and stories about the beauty of Los Angeles. Take a trip to the school library and ask the librarian to help locate books and pictures of Los Angeles to be used in the classroom.

Become acquainted with the location of Los Angeles in reference to Chicago.

Make a relief map showing the land (Los Angeles), the ocean, and the mountains.

Take an imaginary trip to Los Angeles as the teacher tells about places of interest and shares pictures of interesting places.

Use the library books to reinforce the understanding that Los Angeles, in many ways, is much like Chicago. Look at pictures and discuss.

View films and filmstrips relating to Los Angeles and discuss the things seen as they pertain to houses, people, schools, work.

Discuss with the teacher the reasons why all people in all cities must work to get along with one another.

Help the teacher list and illustrate some things we receive from Los Angeles. Bring to class pictures of items listed, such as: oranges, lemons, grapes, raisins, fish, movies, dates.

Listen as the teacher defines the term "smog" and as he compares this condition to fog and its effect upon the people.

Observe as the teacher handles a map and listen as he explains new words, such as: map key, colored area, blue area, surface, surrounded, shape. Observe as the teacher marks our city, Chicago, and then marks the city we are studying, Los Angeles, and watch as he pinpoints both places and extends yarn from one point to the other.

Discuss the possible ways of traveling from one city to the other and observe as the teacher routes a way by car or by airplane from one city to the other.

Share experiences about traveling from Chicago to California or from Chicago to any other state and tell about the many interesting things--farming, people, activities, rivers, mountains seen on the way.

Invite a teacher, parent, or other student to tell the class about a trip to Los Angeles. Note how the climate of California determines the ways people live, eat, work, play or build.

Collect pictures of Los Angeles from the travel section of the newspapers and construct a bulletin board display for the purpose of comparing Chicago and Los Angeles.

Choose the picture of something he would like to see if he journeyed to Los Angeles. Tell the class the reasons for wanting to see it.

Look at a map of Los Angeles and point out the lines which indicate expressways. Discuss the reasons why large cities like Chicago and Los Angeles need many roads to move the traffic in and out of the city.

RESOURCE MATERIALS

LIBRARY BOOKS

Barr, Jene
This Is My Country
Whitman, 1959 (Gr. 1-2)

Shapp, Martha
Let's Find Out about Water
Watts, 1962 (Gr. 1-2)

FILMS

Bus Driver 11 min.	b & w	X-G-10
The Fisherman's Boy 10 min.	b & w	X-F-131
How We Know the Earth's Shape 10 min.	b & w	X-H-115
Maps Are Fun 10 min.	b & w	X-M-19
Prehistoric Animals of the Tar Pits 14 min.	color	X-P-138

FILMSTRIPS

Big City U.S.A.
(2160) color
American

The City Community
(2162) color
"Here Is the City"
"Living in the City"
"Business in the City"
"Keeping the City Alive"
E.B.F.

The Earth and Its Peoples: Group I
(2184) b & w
"A U.S. Community and Its Citizens"
United World

Earth, Home of Man
(2194) b & w
"Weather and Climate"
"Islands"
"Coastal Lands"
"This Earth of Ours"
American

Maps and How to Use Them
(2222) color
"What a Map Is"
"Elements of a Map"
"The Globe"
"Using the Globe"
American

Then and Now in the United States
(2318) color
"Then and Now in California"

MUSIC

I Like The City (Grade 1)
"All Night, All Day" p. 37
"Little Tugboat" p. 33

Music Round the Town (Grade 2)
"America, the Beautiful" p. 50
"On Our Train" p. 53
"Ships in the Harbor" p. 56

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Chicago Board of Education
Curriculum Guide for the Social Studies
1964 (Grade Four, Unit VIII)

Blackburn, Edith H.
One Bit of Land
Dutton, 1955 (Gr. 5-7)

Cleveland, Libra J.
Pacific Shores
Children's Press, 1962
(Gr. 5-7)

Evernden, Margery
Golden Trail
Random House, 1952 (Gr. 4-6)

Grey, Katharine
Hills of Gold
Little, 1941 (Gr. 6-8)

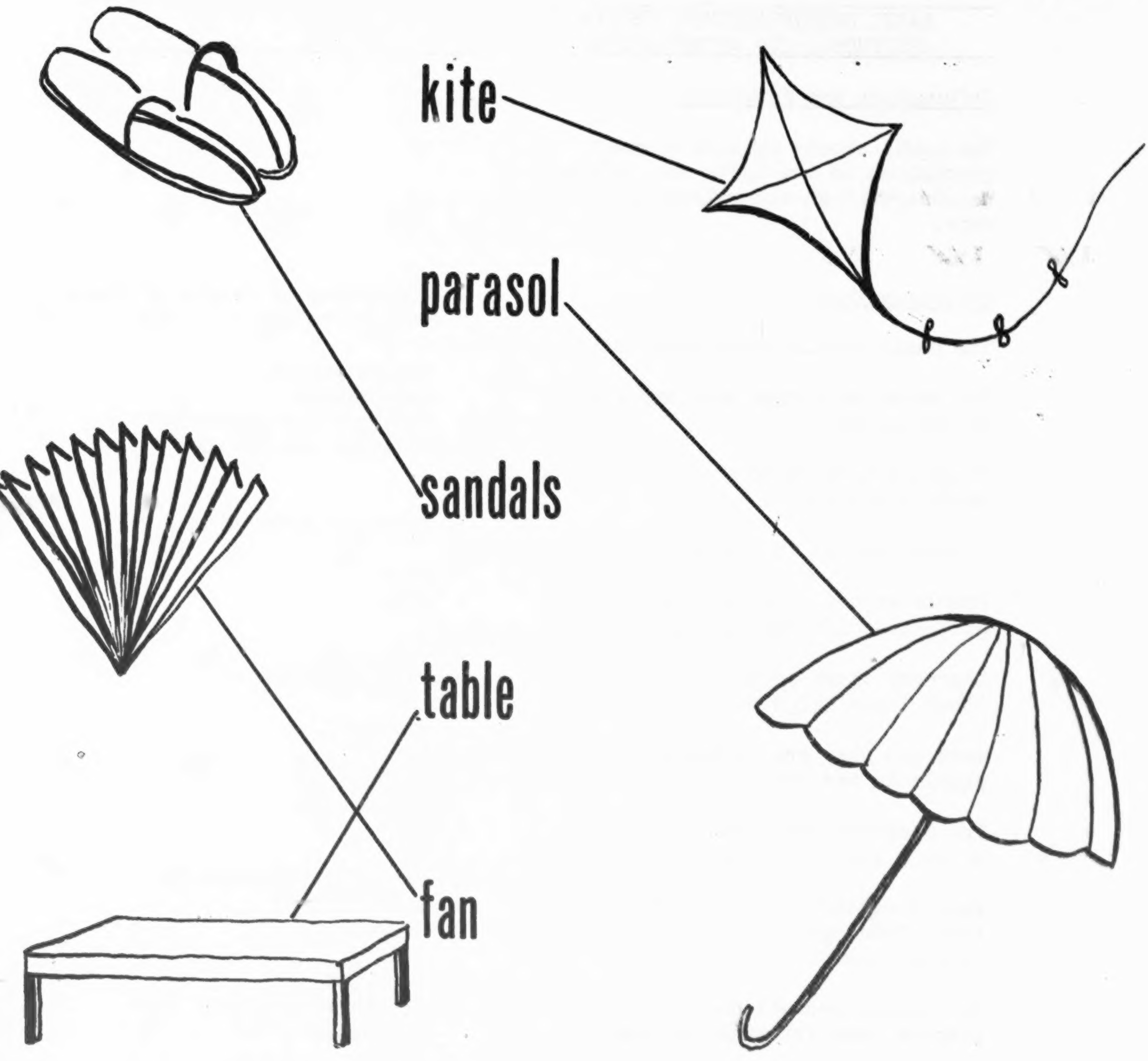
Neff, Priscilla
Little Miss Callie
Longmans, 1955 (Gr. 5-7)

Shapiro, Irwin
Golden Book of California
Golden Press, 1961 (Gr. 6-8)

Wellman, Paul I.
Gold in California
Houghton, 1958 (Gr. 6-8)

Bulletin Board Sample of a Picture Dictionary

WE CAN MATCH


kite
parasol
sandals
table
fan

KINDERGARTEN

UNIT IX

PEOPLE IN TOKYO, A CITY IN ANOTHER COUNTRY

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

The earth is a huge ball represented by the globe.

There is more water than land on the earth's surface.

Climate varies in places on the earth.

People we have studied are both alike and different in many ways.

Learning about people who live in other lands helps us to understand them.

Work and play are necessary for all people in the world.

The location and climate of a city affects the way its people live.

People of different countries express their feelings, ideas, and beliefs in various ways.

All people educate their children to prepare them for adult living.

People are proud of their country and what it means to them.

Countries contribute many things to one another.

A. Comparison of People of Tokyo with Ourselves

- Our neighbors
- Our friends
- Children and grown-ups
- Like you and me

B. **Types of Activities**

- Work
- Play

C. Ways of Living

- Shelter
- Food
- Clothing
- Traditions

D. Points of interest

- Climate
- Beauty
- Location
- Places of interest
- Resources

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of People of Tokyo with Ourselves

Listen as the teacher shares general understandings about other countries across the ocean and on the other side of the world.

Observe as the teacher handles the globe and as she explains new words, such as, globe, surface, surrounded, globe key, blue area or part, colored area or part, shape, round.

Observe as the teacher, using the globe, marks our country, North America, and then marks Japan. Observe the differences in size.

Listen as the teacher tells about the ocean in between these two countries and points out both water and land areas as she discusses them.

Take turns finding the two countries and describing the blue area in between the countries.

Become familiar with the globe by asking questions as to why it spins; learn the reason for the different colors.

Observe as the teacher pinpoints our particular city and Tokyo and extends yarn from one point to the other.

Become aware of the travel time and direction from Chicago to Tokyo by air and by ship.

Discuss the reasons why other means of transportation, such as, car and train only would not be appropriate for travel from Chicago to Tokyo.

Listen as the teacher explains the meaning of the word, "neighbor" and as discusses the concept in relation to our friends in Tokyo, and, in review, to our friends in Los Angeles.

Discuss the things he would like to know about Tokyo, such as:

> "What are the people of Tokyo called?"
> "Do the people of Tokyo work and play?"
> "What kind of work do they do?"
> "Do the children have the same kinds of toys as we have?"
> "Do the children go to school?"
> "What are their schools like?"

Listen to the teacher discuss and read about children of Tokyo from the Silver Burdett series, The World Children Live In. Observe the interestin pictures and recognize the similarities in activities.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

3

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
All peoples have a need for shelter, food, and clothing and meet these needs differently, according to degree and custom.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map readiness, the pupil should:	
learn to recognize large areas on the map and globe pertinent to this unit	
broaden experience with a map	
use globe to learn about the shape of the earth	
identify land and water areas on a map and globe	
become familiar with the concept of oceans and islands	
see a simple symbol for mountains drawn on a map or globe	
see a simple symbol for a city placed on a map or globe	
locate the place where he lives on both map and globe	
learn directions such as, up, down, left, right, west, east, north, and south.	

Discuss the fact that people within a city have to use the land carefully in order not to waste it because land use affects the economic well-being of a community.

Listen as the teacher explains that all people of the world try to get along with one another, regardless of differences in habits, characteristics, and traits.

Help the teacher list the likenesses between the two groups—

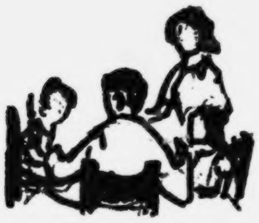
Example:

Americans like to:	Japanese like to:
work and play	work and play
go to school	go to school
be friends	be friends
live in houses	live in houses
be good citizens	be good citizens

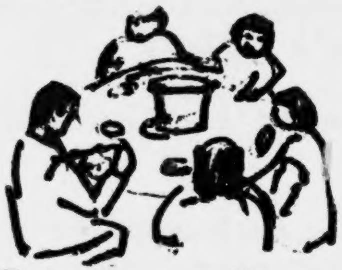
Illustrate this chart by drawing and cutting out family pictures of both groups and mounting them on the chart.

Participate in the construction of a bulletin board centering around families and neighbors around the world. For example:

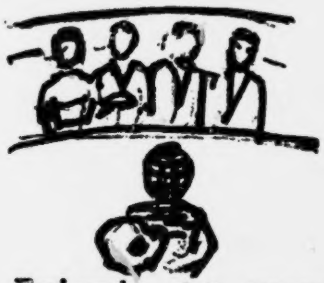
Families Around the World



Friends are here



Friends are there



Friends are everywhere
See our friendly families

Draw a picture of members of a Japanese family living in Tokyo. Cut it out and mount it on a circle of paper cut to fit a fingertip. Tell a story about the person in the picture using the picture to illustrate the story.

Listen to the teacher read Taro's Festival Day by Kawaguchi, and observe the appearance of the children in the story.

Draw or paint pictures of Japanese children in Tokyo.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing reading readiness, the pupil should:	
increase speaking vocabulary	
interpret the story a picture tells	
associate words with pictures	
observe details in stories read	
begin to build a sight vocabulary	
learn to listen to stories, to find answers to simple questions	
become acquainted with stories that build knowledge of the physical world	
add geographical terms to speaking vocabulary	
develop concept of language as a medium of communication that is part of a people's culture.	
In developing social skills, the pupil should:	
develop self-reliance commensurate with maturity level	
participate in room activities	
share ideas and experiences	
improve social attitudes and behaviors	
begin to recognize the interdependence of pupils and teacher.	

Bring in dolls and pictures of Japanese children and share ideas and thoughts concerning their appearance.

Help the teacher arrange a bulletin board centered around pictures and objects pertaining to Japanese children and people in Tokyo.

Observe bulletin board pictures brought in about Tokyo and discuss similarities between the things seen in pictures and "our" way of living: food, buildings, parks, people. Listen as the teacher emphasizes the fact that although rules and ways of play might differ, all peoples play for the same reasons; such as skills, competition, exercise, and enjoyment. (Baseball is the national sport in Japan.)

Listen as the teacher reads from the book, How People Live in Japan, pp. 45-46, and discuss the similarities between the things we do and the things the Japanese do for recreation and play.

View films and filmstrips in regard to the various types of shelter, food, clothing, and traditions that are part of the culture of Tokyo.

Listen as the teacher reads, "How do the People Dress?" from How People Live in Japan. Discuss the older traditional dress but emphasize the modern dress.

Help the teacher make a picture dictionary. Include the following and add others:

Jinrikisha
kimono
geta (shoes)
parasol
temple
kite
zori (sandals)
tobi (socks)
fan
garden

Construct Japanese parasols or miniature three-dimensional Japanese kites and display them about the room.

Draw a picture of a jinrikisha as a means of transportation in Japan. Listen as the teacher describes the new monorail.

Listen to Martin's story Suzu and the Bride Doll to learn about the Festival of Dolls and the holidays in Japanese life. Relate a personal experience concerning an American holiday.

Help the teacher "write" a series of experience stories pertaining to Japanese customs and traditions, hand painted dishes and vases, homes, and schools in Tokyo. Illustrate these stories.

Cut and fold paper objects as do the Japanese children. Label the display origami.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Attitudes and Appreciations

The pupil should:

recognize the importance of culture and custom

recognize that differences in appearance and customs do not hinder an understanding and an acceptance of the individual

become aware of the interdependence of countries

realize the importance of both work and play as a part of the learned pattern that structures everyday living

recognize and respect the need for pride and loyalty

recognize the importance of learning about others

become aware of the need for all people on the earth to live in peace for the good of all.

Weave straw mats or tatami as samples of the "chairs" one might find in a Japanese house. Use the mats when sitting on the floor of the kindergarten.

Learn a few words of Japanese:

Inu (ee-noo) Dog
Neko (neck-oh) Cat
Dozo (do-zoh) Please
Omocha (oh-moh-cha) Toy
Okasan (oh-kah-san) Mother
Arigato (a-ree-gah-to) Thank you
Sayonara (sa-yo-nah-rah) Good-bye
Konnichiwa (kon-nee-chee-wah) Hello

B. Types of Activities

Listen as the teacher tells about the different kinds of work that is done around the city of Tokyo, such as farming, fishing, factory work.

Listen as the teacher tells about the kinds of things the people of Tokyo produce, such as rice, tea, hay, wheat, potatoes, and beans.

View films and filmstrips about the kinds of occupations that are a part of the Japanese culture and discuss these activities, such as production of silk, manufacture of toys, ships, automobiles, jewelry and art craft.

Listen as the teacher reads stories and poems about the Japanese people, especially noting examples of respect for elders, willingness to work patiently at a time-consuming task, sensitivity to beauty in all its forms, great respect for both tradition and education.

Help the teacher set up a table of interesting items or products that come from Japan, such as toys, dishes, tea bags, boxes of various kinds of rice, party favors, paper parasols, dolls, pottery, cans of fish, pearls (necklaces, bracelets), silk scarves. Listen as the teacher explains the term "export" and draw pictures to illustrate a chart concerning the exports from Japan that we use.

Example:

Our friends from Japan sell us:

toys	(pictures or realia)
dishes	(" ")
food	(" ")
pearls	(" ")
silk	(" ")
lacquer work	(" ")

Observe the handicraft and visual materials that are manufactured in Japan and exhibit a "Made in Japan" label. Share experiences about these various objects.

Play the Japanese game "One Legged Relay Race". (Directions on "suggestions for the teacher" page).

Observe samples of Japanese writing and note that it is done with a brush and is very artistic. Compare with a sample of manuscript found in the kindergarten.

Listen as the teacher reads the chapter, "Homework in Japan" from the book, *Schools Around the World* and observe the similarities between schools in Chicago and those of Tokyo.

Participate in songs and games and compare these activities with the kinds of activities that are prevalent in Japan.

Compare a hibachi party (outdoor oven) with our barbecuing party.

Listen to the teacher read and observe the pictures in the chapter, "What is Taught in Japanese Schools" from *How People Live in Japan*. Discuss the similarities between things learned in Tokyo schools and in Chicago schools.

Help the teacher construct a chart based on the thought of school as a part of play.

Example:

Schools are everywhere.
Schools are in Chicago.
Schools are in Japan.
It is good to go to school.

Boys and girls like school.
School is fun.
We learn things in school.
We do things in school.
We play in school.

Help the teacher illustrate a story in mural fashion about 2 boys--Billy of Chicago, Taro of Tokyo.

Example:

This is Billy. Billy works in school. Billy has friends. Billy works at home.
This is Taro. Taro works in school. Taro has friends. Taro works at home.

Billy has a dog. Billy feeds his pet. Billy celebrates Christmas.
Taro has a silkworm . Taro feeds the silkworm. Taro celebrates the Festival of Kites.

C. Ways of Living

Listen to the teacher.explain many interesting customs and become acquainted with life in Japan by listening to the story, Taro, A Little Boy of Japan.

Ask the teacher to read the story "A Pretty Home in Japan" from the Silver Burdett book Homes Around the World, and explain the reasons for lying on the floor, building homes of glass with large sliding panels.

View films and filmstrips about the way people in Tokyo live and discuss their homes, their home customs, and the similarities between the homes in Chicago and the homes in Tokyo.

Make clay models of Japanese dwellings and construct a neighborhood in Tokyo including high-rise buildings. Using construction paper, clay, and materials available in the kindergarten. Note it could be Chicago--the resemblance to a neighborhood in Chicago.

Participate with the teacher in a discussion of grandparents and how their roles and status differ in an American family and in a Japanese family.

Listen to the teacher read the chapter, "What are Japanese homes like?" from, How People Live in Japan. Observe the pictures and talk about the similarities.

Listen to the teacher read Masako Matsuno's A Pair of Red Clogs and observe the reason the little Japanese girl wanted to dirty her cracked clogs. Look at the pictures of the homes, stores, and community in A Pair of Red Clogs.

Participate in a picture story hour as the teacher reads the book, The Other Side of the World by Laura Bannon. Listen to the teacher explain the reason why Japanese children sit on pillows on the floor at low-legged tables to eat (p. 15); why the people of Japan leave their shoes at the door before entering a house (p. 16); why the majority of Japanese people work in the rice fields (p. 20); why the children and grown-ups enjoy festivals (p. 29); why many families live on sampans or houseboats (p. 45).

Help the teacher set a typical dinner table in a Tokyo home showing the characteristic foods, bowls, and utensils.

Listen to the teacher explain and discuss the many usual types of foods found and made in Japan that we also eat and enjoy. List the kinds of foods the Japanese eat.

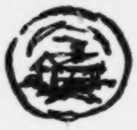
Help the teacher set up a table showing the types of food characteristic of Tokyo, the bowls and the utensils.

Listen as the teacher reads the chapter, "What Kind of Food do the Japanese Eat?" from How People Live in Japan. Discuss the similarities; observe the many eating habits characteristic of the people in both Chicago and in Tokyo.

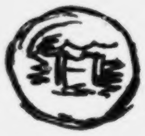
Help the teacher illustrate a story on large paper plates about 2 girls—Sally of Chicago and Sachiyo of Tokyo.

Example:

Sally lives in a house



Sachiyo lives in a house.



Sally has a family.

Father

Sally

Mother

Dog

Sachiyo has a family.

Father

Sachiyo

Mother

Kitten

Sally goes to school.

Sachiyo goes to school.

Sally likes to play with her dolls.

Sachiyo likes to play with her dolls.

D. Points of Interest

Note it is the world's largest city in population - over 9 million people. Compare with the population of Chicago; use pictograph or line graphs or other visual media to develop the understanding that the population of Tokyo is three times that of Chicago.

Listen as the teacher tells about the climate in Tokyo and gives a description of the beauty of Tokyo in regards to the trees and flowers.

Note gift of cherry blossoms to Washington, D.C. as a symbol of international friendship.

Review the globe concepts previously taught.

Learn new words and their meanings, such as typhoon, humid, monsoon, earthquake, smog, blizzards, tornado. Recall those heard before.

Listen as the teacher tells about places of interest in Tokyo and observe bulletin board pictures brought by the teacher and children.

View films and filmstrips in regard to places of interest and discuss similarities between Chicago.

SUGGESTIONS FOR THE TEACHER

Becoming acquainted with simple concepts is a necessary step in the growth and development of children at all grade levels. Through understandings that take form as outgrowths of concepts acquired in the kindergarten, the child is introduced to elements inside his immediate environment that tend to focus all thinking and action upon self and things related to self.

This unit, "Meeting New Friends in Tokyo" is so designed as to bring about optimum knowledge of concepts and understandings related to this area of self, but once again structured so as to give the child a new view of self in relation to others; not only others in the child's immediate environment but others in distant lands.

The learning experiences and activities that are listed below are presented for the purpose of enriching the child's knowledge with simple concepts and understandings that are, for the most part, based on teacher information. Therefore, the teacher will be the instrument through which most knowledge will be given.

1. Introduce the new unit by presenting a guessing game built around simple questions relating to Tokyo and its people and present several pictures of Japanese children, families. Ask pertinent questions that are so structured as to promote interest in the unit.

2. Using visual aids listed give a brief background of the kinds of work done by people in Tokyo similar to work done in Chicago.

3. Initiate a series of discussions pertaining to the social attitudes and values of the Japanese children. These discussions can be supplemented by pictures, stories, songs, or poems.

4. Promote the understanding and use of an experience chart by utilizing the interest of children in sharing ideas. Prepare a manuscript text composed of the children's own simple sentences with appropriate pictures as illustrations. Discuss the "story" thus created. Guide the discussion of the individual pictures so as to reinforce the social studies concepts they illustrate.

5. Introduce children to the techniques of critical thinking through guiding them to draw comparisons or contrasts out of verbal and visual experiences.

6. Read the poignant story Crow Boy by Taro Yashima and discuss the need of all children for friendship, kindness and respect for one another. Discover how this story is good for a study of the patience and courage developed in the Japanese culture.

7. Note use of origami and its relation to mathematics.

8. Exhibit examples of handicrafts and visual materials including brush painting and origami to emphasize the factors of skill, talent, and patience as an integral part of Japanese culture.

9. Introduce a Japanese one-legged relay race. Directions: two teams of four to eight players line up behind their leaders, each of whom holds a brightly colored length of rope. At a signal, the first two players run with the rope to a goal line about 25 feet away. Here each ties his ankles together and hops back to the starting line. The next player unties the rope and takes his turn. The game continues until one side finishes.

RESOURCE MATERIALS

LIBRARY BOOKS

Dolch, Edward W.
Stories from Japan
Garrard, 1960 (Gr. 3)

Goudey, Alice
The Day We Saw the Sun Come Up
Scribner's, 1961 (Gr. 2-4)

Hall, H. Tom
Golden Tombo
Knopf, 1959 (Gr. 3-4)

Leary, Berenice, et al.
Bucky's Friends
Lippincott, 1957 (Primer)

Uchida, Yoshiko
Rokubei and the Thousand Rice Bowls
Scribner's, 1962 (Gr. 3-5)

Wormser, Sophie
About Silkworms and Silk
Melmont, 1961 (Gr. 3-5)

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Chicago Board of Education
Curriculum Guide for the Social Studies
1964 (Grade Six, Unit V)

Bannon, Laura
The Other Side of the World
Houghton, 1960 (Pre-School)

Buell, Hal
Young Japan
Dodd Mead, 1961 (Gr. 5-7)

Carr, Rachel
Picture Story of Japan
McKay, 1962 (Gr. 5-7)

Godden, Rumer
Miss Happiness and Miss Flower
Viking, 1961 (Gr. 4-6)

Kawaguchi, Sanae
Taro's Festival Day
Little, 1957 (Gr. 3-4)

Martin, Patricia
Suzu and the Bride Doll
Rand, McNally, 1960 (Gr. 3-5)

Matsuno, Masako
A Pair of Red Clogs
World, 1960 (K-3)

Matsuno, Masako
Taro and the Tofu
Whitman, 1962 (Gr. 3-4)

Stamm, Claus
Three Strong Women
Viking, 1962 (Gr. 4-6)

Wood Katharine
Friendly Tiger
McKay, 1952 (Gr. 3-4)

Uchida, Yoshiko
The Forever Christmas Tree
Scribner's, 1963 (Gr. 3-5)

Yashima, Taro
Crow Boy
Viking, 1955 (Gr. 2-4)

FILMS

Children of Japan
11 min. b&w X-J-1

Japanese Family
20 min. b&w X-J-15

FILMSTRIPS

Children of Many Lands Series
(2174) color and b&w
"Japanese Children"
E.B.F.

Earth, Home of Man
(2194) color
"Weather and Climate"
"Islands"
"Coastal Lands"
"This Earth of Ours"
"The Surface of the Land"
American

Maps and How to Use Them
(2222) color
"What a Map Is"
"Elements of a Map"
"The Globe"
"Using the Globe"
American

The United Nations Charter Group
(2226) color
"A Garden We Planted Together"
Bowmar

FREE AND INEXPENSIVE MATERIALS

Consulate General of Japan
520 N. Michigan Avenue
Chicago, Illinois
A wide selection of 16 mm films on modern Japan, its cities, industries, and people; booklets and pictures of life in modern Japan; available to teachers only on free loan.

AN OVERVIEW OF THE FIRST GRADE PROGRAM

AT SCHOOL AND IN THE NEIGHBORHOOD

In the first grade, differences in ability to participate successfully in group activities will be apparent because not all children will have reached the same stage of physical, intellectual, social, and emotional development. Each child develops at a rate individual to him: what is easy to achieve for one child represents a major accomplishment for another. For many children this year may be the initial school experience. The first grade teacher therefore guides learning by using the varied activities necessary to develop a common experiential background for successful individual and group work by fostering respect for importance of home, family, and neighborhood citizenship; by developing understanding that the family is the basic unit of all cultures that individual differences in each culture adds richness and variety to all peoples of the world.

The major emphasis in the social studies, presented through an integrated program of learning activities, is an understanding of ways of living in the school and local neighborhood as well as in urban neighborhoods in other parts of the United States and the world.

The specific goals of the learning experiences of the first-grade work are:

> to engender group and individual experiences which will foster growth in the learning process
>
> to create an awareness of the need for cross-cultural understandings that add cohesiveness and pattern to our way of life
>
> to encourage the development of responsibility within each pupil for effective living in the school and the neighborhood
>
> to develop attitudes of pride and respect in each human being as he participates in the daily efforts basic to effective living in the school and neighborhood, here and elsewhere in the world.

GRADE 1

UNIT I

OUR SCHOOL

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Elements of a school
The pupil should understand that:	Definition Membership Our classroom
The school prepares children to grow into happy, self-supporting adults in our democracy.	
The school helps our country by producing good citizens.	B. Rules for right behavior
The flag is a symbol of our country.	Courtesy Cooperation Participation
We honor the flag to show our respect for our country.	
The Pledge of Allegiance is a promise to show our respect for our country.	
We respect the flag by following the rules of flag etiquette.	
The school offers many varied services to children and adults of the neighborhood.	
Both children and adults attend school to help develop their abilities.	
Each classroom is an important part of the school.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of a School

Share definitions of the term "school." Help the teacher write a simple experience chart about the school using the definitions as illustrated below:

School is fun.
We learn in school.
School is a big place.
We play in school.
We make friends in school.
We like our school because______

Draw a large picture of the school building. Put the name on the school in manuscript letters. Draw the flag outside the building. Become acquainted with the size and shape of the building through identifying rectangles, squares, and other shapes.

Learn the words of "America" and participate in singing it with the class as part of the daily opening exercises.

Examine the flag and note the thirteen stripes and their colors, and the fifty stars and their arrangement. Learn the symbolism of the stars and stripes. Observe as the teacher points out on the map the location of our state of Illinois.

Relearn the Pledge of Allegiance and discuss its meaning in simple terms. View the film "Our Country's Flag" and discuss the meaning of the flag as a symbol of the United States.

Look for places within the neighborhood where the flag is displayed. Draw or paint pictures of the flag displayed on buildings or carried in a parade.

Learn the song "America the Beautiful" and discuss the picture it paints of the land and its extent. Observe the location of the "shining seas" as the teacher points them out on the globe and learn the names Atlantic and Pacific oceans.

Examine the Chicago flag in the school and note the colors and the arrangement of the stars and stripes on the flag. Discuss how it is a symbol of our city as well as a simple timeline of major historical events.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANGINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Teachers and pupils work together to make the classroom a better place in which to live, work, and learn.	
Everyone within the school abides by rules and regulations for the safety and welfare of all.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map and globe readiness, the pupil should:	
learn locational terms: up, down, and left, right	
learn to locate points of interest on a large floor map of the school.	
In developing reading skills, the pupil should:	
continue to build a reading vocabulary	
read to answer specific questions	
read own compositions and stories.	
In developing social skills, the pupil should:	
participate and share in school activities and group activities	
become more self-dependent	

Listen as the teacher reads stories about children in school from any of the following books: Andy and the School Bus by Jerrold Beim, Everybody Likes Butch by Bernice Bryant, Good Morning Teacher by Jene Barr, and True Book of Schools by Benjamin Elkin.

Share with the class experiences about other schools seen or attended. Discuss the size, color and other features of the school.

Invite school workers into the class to explain what the school means to them. Help the teacher write a flip-chart textbook from the various experiences shared or discussed in class. Give each story a title and make an illustration of the person involved.

View the book Schools around the World published by Silver Burdett and observe the many kinds of buildings, shelters, and outdoor places which are used in various parts of the world as schools. Discuss why all school buildings are not alike, considering factors of construction, materials, climate, and type of culture represented.

Observe pictures of children in other parts of the world who are in the process of learning. Consider the many ways in which children learn. Discuss the tools that are used. Talk about such things as: Bob's book helps him understand; the stoplight helps Joan cross the busy street; Wan Su uses brush and ink to write a letter; Olga listens to the shoe repair man as he tells her how to care for her shoes.

Discuss the advantages of living in an urban area where his school is just a few blocks distant. Discuss how these schools are "our" schools and how mother and father pay for them.

Talk about how school might be used by grown-ups in the neighborhood for meetings, classes, or social centers and polling places.

Cooperate with the teacher and rest of the class in making a big picture titled "Who Uses Our School" and include illustrations of the various groups of children, parents, neighbors who make use of the school for meetings, etc. Decide on simple sentences to describe each use illustrated in the drawing.

Listen as the teacher explains how the school is used for adults who want to learn English, to find out more about our country, to make things, to vote, or to present programs of various kinds. Recognize the fact that both children and adults, even teachers, go to school. Understand the reasons why people go to school and why the school is important to all people of the neighborhood.

View the filmstrip "A Day at School" from the series Living Together and become acquainted with the similar routines followed by other children attending school in other cities and towns.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
acquire more self-confidence	
work well with others	
learn to work well independently.	
Attitudes and Appreciations	
The pupil should:	
realize the important role the school takes in the development of useful citizens	
appreciate and recognize the duty of school friends as being responsible for the happy and purposeful experiences that contribute to well-being and security	
be aware of and practice school rules involving working and playing together.	

Share experiences with the group about getting ready for school. Talk about doing things at home in the morning, walking to school with a friend and discussing things seen on the way, and all the other occurrences that make coming to school each day fun.

Make a chart and illustrate it with sentences, simple phrases and drawings: "People Are Everywhere," "All People Learn," "What People Learn."

Take a trip through the school building to observe the classrooms of the different grades, the teachers, principal, and other workers in the school. Write experience stories describing this trip with such sentences as: "We went for a walk. We saw many things. We walked through our school building. We saw children. We saw teacher. We learn many things in school. Many people learn things in school."

Ask another teacher or principal to tell the class about people who go to night school or extended-day school and their various reasons and goals for going even though they are grown-ups.

Draw a mural showing the many kinds of people who attend school in the neighborhood and in other places in the world, and the different things done in these schools. (If he has attended kindergarten, he may include people in Los Angeles and Tokyo in the mural.)

Draw or construct a school house out of cardboard or paper and place it on a large world map. Extend yarn from the school house to the various countries or parts of the world whose schools have been viewed or discussed. Put a little picture or drawing of the school or pupils in the places at the end of each strand of yarn. Plan manuscript labels to be placed under each picture. Title the display "Schools Help People Here and There—Schools Are Everywhere."

Participate in a discussion of the globe as a representation of the earth. Listen to the teacher's explanation and examine with him the fact that the globe is a round model which can be viewed from front, back, or sides.

Cooperate with the teacher and others in the class to construct a large floor map or sand table reconstruction of the room. Decide with the group on pictures or models for teacher's desk, piano, pupils' desks, and other "physical" features of the room to be shown on the map.

Use the floor map or sand table to play the "Find the Missing Pupil" game. Teacher and pupils take turns saying, "A pupil is absent. His desk is the third from the piano, the first one from the back in the third row, the fourth desk to the left of the library table."

Share an experience about one thing of interest seen in the classroom. Locate it on the map of the room and check it against other objects on the map to be sure it is properly "oriented." Describe the object and tell why it is useable or useful.

Discuss the many things to be found in the classroom and their functions. Observe as the teacher or a child demonstrates the use of the pencil sharpner, chalkboard, bulletin board, coat room or shelves, lockers, globe, map, desks.

Visit, with permission of principal and teachers involved, other first and second grade classes in the school and observe resemblances and dissimilarities to his own classroom.

Plan a large map of the floor of the school on which the classroom is located. Indicate the location of toilets, exits, and other areas on the floor. Put in room numbers of other rooms on the same floor. Make up a guessing game which might be called "Where Am I?" giving a room number or a location in reference to rooms or corridors on the map. Agree to a "legend" for the map to explain signs or symbols used on it.

Plan with the entire class various ways of improving the classroom as a more interesting and attractive place in which to work. Organize small groups to carry out the suggested improvements or to maintain the beauty of the room.

Serve in the capacity of a room host to show visitors to the class about the room and tell them what the various things are which are displayed or used in the classroom.

Write short stories or compositions about the classroom. Include words that help describe things according to size, color, and number.

Listen as the teacher reads from School Around the World by Patsy Scarry or tells about the different types of classrooms in the school and the things that make each room interesting and attractive. Compare and contrast these classrooms with his own.

Make a list of interesting things in the classroom, such as library center, science table, aquarium, plants, bulletin boards, globe and map, artifacts, and write little stories about these. Below are sample stories.

> There are many things in our classroom.
> We have a library table.
> It is in the (front) of the room.
> There are nine books on the library table.
> The books are fun to read and look at.
> They have many big pictures.
> We like to read by ourselves.
> We like to listen to teacher read to us.
> Books are fun to know.
>
> Our teacher has a very big desk.
> It is on the (north) side of the room.
> There are many things on her desk.
> She has books and papers on it.
> She has pencils and crayons on it.

Her desk has four drawers.
There are many secrets in the drawers.
Here are some of the secrets.

There are six windows in our classroom.
They are at the south side of the room.
Through the windows we can see the sun all day.
We can see it in the east in the morning.
We can see it in the west in the afternoon.
We are going to watch the sun each day during the year.
We have pretty curtains on our windows.

B. Rules for Right Behavior

View the film "Let's Play Fair" to learn ways of being fair and taking turns. Discuss why being fair is important where there are many people using the same room and materials for the use of all.

Sing songs, such as "Will You Come and Play?" to emphasize the importance of including everyone in games and room activities.

View the filmstrips "School Courtesy" from the series School Community and discuss the reasons why courtesy is necessary and important in the classroom among pupils and teacher.

Learn poems or songs which point up the importance of waiting one's turn in work or play activities.

Play games taking turns as leaders or players. Talk about ways of playing games fairly and working cooperatively and why rules must be followed both in playing and working together.

View the filmstrip "Why We Have Rules and Laws" and list reasons for school laws which emphasize safety, courtesy, and respect for each other.

Listen as the teacher tells about a few rules she has to follow.

Make up a simple list of a few rules which every pupil should follow.

Discuss feelings toward those who do not play fairly or work cooperatively and why others might feel the same way toward him when he fails to be fair or cooperative. Include in the discussion some ways in which he can be helpful and tactful to a classmate who has forgotten a rule of fair play.

Discuss individual responsibility for taking care of books, materials, and equipment which the entire class must use as well as of personal property.

Invite parents to a party program in the classroom. Make programs for the party based on things to be done during the party. Schedule a variety of activities which will show the parents a typical day in school. Plan visiting hours and guide parents to places of interest in the room and school.

View the films "Primary Safety" and "The Golden Rule." Discuss the importance of following safety rules in the school and the responsibility of each person to himself and to the group.

Help the teacher make a chart of rules and regulations to be read and observed daily as a member of the class, such as:

Our School Rules
I will walk quietly in the school.
I will be helpful.
I will say "Please" and "Thank you."
I will say "Excuse me" and "Pardon me."
I will keep my desk and floor clean.
I will keep my feet under my desk.

Pantomime and dramatize several short skits or playlets illustrating the proper way of showing courtesy, cooperation, and respect in groups, and as individuals working together.

Construct a bulletin board chart to record the class social behavior daily. Make a simple set of rules which could be easily checked. Examples are given below.

	Most of the time	Some of the time	Little of the time
We have been courteous today.			
We have been tidy today.			
We have been patient today.			
We have been kind today.			

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic) pp. 5-8, 15-17

Burkhardt and McGuinness
Our Home and School (Grade 1)
(Benefic) pp. 10-22, 47-52

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 14-30

Durell, *et al*.
Basic Social Studies
Discussion Pictures
(Row Peterson)

Hanna, *et al*.
At School (Grade 1)
(Scott Foresman)
pp. 6-22, 24-27, 44-50

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 88-03

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American) pp. 1-24

Fraser and Hoy
Girls and Boys at School (primer)
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 15-37

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 48-61

Hunnicutt and Grambs
I Have Friends (Grade 2)
(Singer) pp. 62-65

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, *et al*.
Stories about Linda and Lee
(Grade 1)
(Ginn) pp. 5-26

LIBRARY BOOKS

Anglund, Joan Walsch
Look Out the Window
Harcourt, 1959 (Gr. K-2)

Association for Childhood, Education
International, *Told Under the*
Magic Umbrella Collier 1939 (Gr. K-4)

Barr, Jene
Good Morning, Teacher
Whitman, 1957 (Gr. 1-2)

Beim, Jerrold
Andy and the School Bus
Morrow, 1947 (Gr. K-2)

Bryant, Bernice
Everybody Likes Butch
Childrens, 1947 (Gr. K-2)

Elkin, Benjamin
True Book of Schools
Childrens, 1958 (Gr. 3-4)

Hastings, Evelyn
Big New School
Follett, 1959 (Gr. 1-2)

Hogner, Nils
Jimmy's First Round Up
Abelard, 1959 (Gr. 3-4

Schlein, Miriam
It's About Time
Hale, 1955 (Gr. 2-4)

Shapp, Martha
Let's Find Out About School
Watts, 1961 (Gr. 1)

Williams, Gweneira
Timid Timothy
Scott, 1945 (Gr. K-2)

FILMS

Assuming Responsibility: Taking Care of Things	10 min.	b & w	X-B-81
Atomic Alert (Elementary Version)	11 min.	b & w	X-A-118
Care of Art Materials	11 min.	b & w	X-C-59
The Golden Rule: a Lesson for Beginners	10 min.	b & w	X-G-56
Primary Safety: in the School Building	10 min.	b & w	X-P-108
School Courtesy	20 min.	b & w	X-S-90

FILMSTRIPS

Living Together
(2062) color
"Jim's Family"
"A Day At School"
"Family Helpers"
"A Neighborhood Picnic"
"A Family Shopping Trip"
"A Ride in the Country"
S. V. E.

School Community
(2066) color
"The New Pupil"
"Our Job in School"
"School Courtesy"
E. B. Films

Social Studies Rhymes for the Very Young
(2068) color
"Fall Fun"
"Summer Fun"
"The Happy Family Community Helpers"
"School Helpers"
Eye Gate House

Miscellaneous Single Filmstrips
(2070) color
A-57 "Men Who Come to Your House"
A-58 "Why We Have Rules and Laws"
Morehouse Associates

Adventures in Character Dimensions
(2078) color
"Boys Build A Business"
"Tom Misses a Picnic"
"Tommy Tries to Help"
"Paul Tries a Smile"
"Larry Learns Respect"
"Jack Joins the Team"
Creative Education, Inc.

Children of Many Lands Series
(2174) b & w
"Children of China"
"Children of Holland"
"Japanese Children"
"Spanish Children"
"Colonial Children"
"English Children"
E. B. Films

Children of Some North Atlantic Countries
(2176) color
Eye Gate House

Exploring Through Maps
(2198) color
"We Live on a Huge Ball"
"Flat Maps of a Round World"
"Maps and Men"
Popular Science Publications

Growing in Citizenship Series
(2204) color
"Good Citizen Respects Property"
"Good Citizen Lives Honestly"
"Good Citizen Is Well-Informed"
"Good Citizen Obeys Rules and Laws"
"Good Citizen Grows in Responsibility"
"Good Citizen Co-operates with Others"
Young America Films

Introductions to Maps
(2208)
Stanley Bowmar

Introduction to the Globe
(2210) color
"Up and Down"
"North, South, East, and West"
"Continents and Oceans"
"Night and Day"
"Hot and Cold Places"
Jam Handy Organization

Learning to Use Maps
(2212) color
"Locating Places on Maps"
"Reading Directions on Maps"
"Measuring Distances on Maps"
"Studying an Area Through Maps"
E. B. Films

Life in Other Lands
(2218) b & w
"Brazil"
Fideler Co.

Mary's Pilgrim Thanksgiving
(2278) color
S.V.E.

MUSIC

The Kindergarten Book
"Will You Come and Play With Me" p. 8
"Time For School" p. 126

Music For Early Childhood
(Kindergarten-Grade 1)
"Singing School" p. 3
"Good-bye Song" p. 27
"Rest Song" p. 27
"Everybody's Welcome" p. 112

Music For Young Americans
(Grade 2)
"Assembly" p. 5

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Scarry, Patsy
Schools Around the World
Silver Burdett, 1957
(Grades K-3)

Thampi, Parvathi
Geeta and the Village School
Doubleday, 1960
(Grades 4-6)

GRADE I

UNIT II

FRIENDS AT SCHOOL

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Friends through work
The pupil should understand that:	School Home
Every boy, every girl, every adult is a distinct individual and different from one another.	B. Friends through play School Home
Every individual has the right to expect, and the obligation to give respect to every other individual.	C. Importance and joy of being friends
To become acquainted with people and learn about them is to understand and enjoy them better.	Understanding of ourselves Understanding of others
Working together at school and home is an important part of our daily lives.	
All people feel a need to do meaningful work.	
Playing together at school and home is an important part of our daily lives.	
All people feel the need to enjoy themselves.	
Working and playing together help us understand ourselves and others better.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Friends through Work

Share experiences with the group concerning interesting activities which he likes to do in school and at home that are enjoyable and yet more in the nature of work than of mere play.

Draw or paint a self-portrait showing himself doing some type of work he enjoys.

List or make a picture book showing the different kinds of work parents or other members of the family enjoy doing about the house or outside. Discuss the reasons why people enjoy working and what satisfaciton he gets from doing work of one kind or another.

Draw a "family portrait" of the members living in his home showing them doing some typical work at home.

Help the teacher arrange a bulletin board using these portraits. Ask the teacher to write a manuscript caption for each portrait, whether of the individual pupils or of their families.

Discuss the reasons why parents and other members of the family go to work. Consider that money usually represents a return for work done by someone.

View the filmstrip "The New Pupil" from the series School Community and observe ways in which to make new friends feel at home in the classroom.

Play "Guess, Guess, 'Til I Say Yes" and stress interesting habits, abilities, or capabilities of each individual child.

Observe the teacher as she labels large tag-board posters in manuscript writing, stating some characteristic or trait, such as, "I can cut on the line," "I can write my name", "I can hang up my coat". Observe the various posters and decide on which he would place his own name as an apt description of himself.

Review the filmstrip he has seen "Why We Have Rules and Laws" in the previous unit and point out again the necessity for rules and regulations to be followed by both individuals and groups working together.

Observe other boys and girls in the family or neighborhood at the work they do at home to help make family living more pleasant and easy.

Draw pictures of the kinds of work he does around the house. Cut these out and put them together as part of a mural.

Listen to the teacher as she reads about helpers at school and home. Decide if he would like these helpers as friends. Tell how he could help these friends do their work well.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC SKILLS, UNDERSTANDINGS, ATTITUDES AND APPRECIATIONS

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing reading skills, the pupil should:

associate experiences encountered in reading with personal experience

learn to find information to answer a specific question

add to a basic sight vocabulary

read library books for enjoyment

read experience stories and compositions.

In developing social skills, the pupil should :

share and take turns in games and play activities

work harmoniously with others.

Attitudes and Appreciations

The pupil should:

recognize that differences in individuals make being friends more interesting

become aware that working and playing together are ways of learning to understand oneself and others.

Make a booklet about the kinds of work he can do in school and at home. Write and illustrate stories about the work. Sample stories follow.

I like school.
I work in school.
I read in school.
I write in school.
I like school work.
My teacher likes my work.

I can work at home.
I can help my mother.
I can help my father.
I can help my brothers and sisters.
I like to help at home.
My family likes my work.

B. Friends through Play

Discuss with the class the different kinds of play and games which he enjoys in school and at home.

View pictures in books, newspapers, or magazines of children in different parts of the world participating in games and other ways of having fun. Discuss reasons why people enjoy having a good time in playing with other friends.

Suggest games to play or songs he likes to sing and share these with the class. Choose five songs and games and list them on a chart with the title "Our Favorites."

Write compositions about playing both in school and at home. Explain why playing with friends usually is more fun than playing alone all the time.

Plan a game or two which the class or a part of the class could play during recess period. Draw up rules for safe and fair play to be followed in the game.

Participate in a class project drawing up rules for safe and fair play on the playground in relation to equipment, school windows, and the street, at all times, and in all kinds of weather.

Write these rules for fair and safe play on an experience chart and read them daily. Practise these rules both at home and at school.

Learn the name of his neighbor in the classroom by introducing him to the teacher and other members of the class at attendance time by saying, "Good morning, Miss ______, this is my friend, Jack."

Help the teacher make a list of all the things he likes to do in the way of work fun both at home and in school. Share these experiences with other members of the class.

Participate in games and songs that others in the class enjoy doing as much as he does.

Write stories about himself and others in the class describing his work, pastimes, and friendships.

Draw a picture of a school friend with whom he is engaged in work activities in the classroom. Exhibit the picture and let others try to guess who the friend is and in what activity they are engaged in.

Make a cut-out figure of a friend. Show the friend helping in some activity outside of school. Place the cut-out figure on a large mural showing friends who help us.

Learn the number and street, name and address of his own home, and share interesting facts concerning his family, pets, and pastimes.

Listen as the teacher tells the names of children living close to one another. Locate the homes on a floor map and see which live in the same area. Plan to walk home with the group nearest him.

Read stories in basic readers about boys and girls who are classmates, neighbors, or friends. Answer the teachers's questions concerning how these acquaintances show friendship for one another.

Listen as teacher explains the schedule of work and play for the class each day. Share experiences about the things to be studied and ways of having fun while working.

Share with the class some of the rules and regulations concerning working in the places of employment of members of his family. Discuss reasons why adults as well as children in class have rules and regulations governing their working day.

Learn to read the rules the class has drawn up for making working together more pleasant and effective. Practise and evaluate using the chart of school rules.

Share with parents the rules adults must follow. Match these rules with the ones the class made.

View the filmstrip "Our Job at School" and "School Courtesy" from the series School Community. Discuss the points to be remembered and followed from each.

Discuss, list, and illustrate the ways in which he has fun at home, for example:

This is Fun at Home
to help father, mother, grandmother, grandfather
to play with friends
to care for my pet
to color with crayons
to play with my toys
to read books
to watch TV

Follow the same procedure as above to list and illustrate the ways in which he has fun playing at school.

Work with the class and teacher to make a class textbook or experience chart on ways of having fun at work and at play both in school and outside. Include the activities parents and other relatives in the family follow for recreation.

Listen and note as the teacher reads from Fun Around the World by Patsy Scarry, the many ways in which children play in different parts of the world. Note the location of these places as the teacher points them out on the map and the globe.

Discuss the reasons why some of the children of the world might have different pastimes from his own, because of climate, topography of their home region, old customs.

C. Importance and Joy of Being Friends

Participate with the class in listing things about himself which he likes and which he thinks others like about him.

Draw up a list of qualities titled "My Nice Ways" which he believes he possesses and explain why these are desirable qualities in a person who wants to be and have friends.

Talk about some of the ways in which parents and neighbors show friendliness toward others. Explain why being friendly with one's neighbors makes the neighborhood a more pleasant place for all who live there and how happy it makes us feel when we are friendly.

Read the books Geeta and the Village School by Paravathi Menon Thampi and Lucy and Tom's Day by Shirley Hughes and observe the attitudes and experiences of other children as they begin their school days in India and England. Observe as the teacher points out on the map and globe the lands of India and England.

Talk about ways he has tried to be friendly at home, in school, or in associations with others in the neighborhood.

Participate in the "Guess My Friend" game in which each child gives a brief description of his favorite friends in class and the friendly qualities he admires in them without indicating their names.

Pretend he is introducing his friend to his family and pronounce his friend's name and tell some nice things about him.

Learn and sing the song "Getting To Know You" and discuss reasons why it is necessary to know people in order to become close friends with them.

Construct a bulletin board with pictures of various school and community helpers and children in the class helping one another.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic) pp. 22-40

Burkhardt and McGuinness
Our Home and School (Grade 1)
(Benefic) pp. 47-58, 73-77,
83-88, 109-121

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 89-107

Durell, *et al*.
Basic Social Studies
Discussion Pictures
(Row, Peterson)

Hanna, *et al*.
At School (Grade 1)
(Scott Foresman) pp. 36-43,
51-70

Hanna, *et al*.
In the Neighborhood (Grade 2)
(Scott Foresman) pp. 32-38

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 95-112

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American) pp. 26-33, 82-119

Heffernan and Anderson
Girls and Boys at School (primer)
(Harr Wagner_ pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 3-37

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 82-100

Hunnicutt and Grambs
I Have Friends (Grade 2)
(Singer) pp. 182-87

Thomas, *et al*.
Stories About Linda and Lee
(Grade 1)
(Ginn) pp. 18-27, 66-75

LIBRARY BOOKS

Aldis, Dorothy
Hello Day
Putnam, 1959 (Gr. K-4)

Aldis, Dorothy
All Together
Putnam, 1952 (Gr. K-2)

Beim, Jerrold
Time for Gymn
Knopf, 1957 (Gr. 3-4)

Beim, Jerrold and Lorraine
Smallest Boy in the Class
Knopf, 1950 (Gr. 2-4)

Berkley, Ethel
Big & Little, Up & Down
Scott, 1951 (Gr. 2-3)

Borten, Helen
Do You Hear What I Hear?
Abelard, 1960 (Gr. K-4)

Borten, Helen
Copycat
Abelard, 1962 (Gr. K-2)

Dolch, Edward
Some Are Small
Garrard, 1959 (Gr. 1)

Field, Rachel
Prayer for a Child
Collier, L932 (Gr. K-2)

Gay, Zhenya
Small One
Viking, 1958 (Gr. 2)

Gay Zhenya
Who Is It?
Viking, 1957 (Gr. K-2)

Greene, Carla
I Want to Be -- Series
Benefic, 1955 (Gr. 1-3)

Gruenberg, Sidonie
Let's Read A Story
Doubleday, 1957 (Gr. K-2)

Hastings, Evelyn
About Playground Fun
Melmont, 1955 (Gr. 1-2)

Hastings, Evelyn
Pearl Goes to School
Follett, 1962 (Gr. 1)

Hughes, Shirley
Lucy and Tom's Day
Scott, 1960 (pre-school)

Martin, Patricia Miles
Show and Tell
Putnam, 1962 (Gr. K-2)

Slobodkin, Louis
Excuse Me, Certainly
Vanguard, 1959 (Gr. K-2)

Slobodkin, Louis
Thank You--You're Welcome
Vanguard, 1957 (Gr. K-2)

Thorn, Samuel
Let's Try
Benefic, 1953 (Gr. 2)

Tudor, Tasha
I Is One
Walck, 1956 (Gr. K-2)

Vreeken, Elizabeth
Boy Who Would Not Say His Name
Follett, 1959 (Gr. 2-3)

FILMS

Fun on the Playground		
10 min.	b & w	X-P-5
How We Cooperate		
10 min.	b & w	X-H-59
Let's Play Fair		
10 min.	b & w	X-L-34

FILMSTRIPS

School Community
(2066) color
"The New Pupil"
"Our Job in School"
"School Courtesy"
E.B.F.

MUSIC

Music For Young Americans (Gr. 1)
"Little Wheel a-Turning" p. 72
"I Make Myself Welcome" p. 73

Music Round the Town (Gr. 1)
"A Bright and Cheerful Morning" p. 9
"Fun To Be a Helper" p. 15
"Busy Workers" p. 17

Music Round the Town (Gr. 2)
"Come Out to Play" p. 96
"Hide and Seek" p. 15
"How D'Ye Do, My Partner" p. 100
"Looby Loo" p. 101

MATERIALS FOR REFERENCE OR
ADAPTATION BY THE TEACHER

Scarry, Patsy
Fun around the World
Silver Burdett, 1957 (Gr. K-3)

Thampi, Parvathi
Geeta and the Village School
Doubleday, 1960 (Gr. 4-6)

GRADE I

UNIT III

GOOD FRIENDS

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: Friendliness among all people is important for the preservation of world understanding and peace. A friend is someone who accepts you and respects you. Being a friend is sharing oneself and things with someone loved and respected. To give friendship contributes to a better understanding of oneself and others. Making good friends at home and school promotes responsibility and personal satisfaction. Being a friend includes respecting and trying to understand oneself and others. Being a friend includes learning how to share and cooperate with others. Being a friend includes caring enough to help and accept others. People of the world show friendship by working and sharing together peacefully.	A. Elements of friendship Definition Reasons Location B. Ways of being a friend Sharing Cooperating Respecting Understanding Helping Accepting

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of Friendship

List several simple explanations as to what a friend is, for example:

A friend is——
someone who likes you
someone you share things with
someone you work and learn with
someone you enjoy being with
someone you respect
someone who respects you.

Use magazine or newspaper pictures to illustrate the above reasons and display the completed chart in the room.

Talk about different ways in which he can be a friend to others at home, in school, and in the neighborhood.

View the filmstrips "Tommy Tries to Help", "Paul Tries a Smile", and "Larry Learns Respect" from the series Adventures in Character Dimensions and discuss the different ways in which each of these boys learned what it means to be a friend.

Consider some of the reasons why people refer to the dog as "man's best friend." Include the comparison of the reasons why a dog is loyal to his master and why friends are loyal to one another.

View the filmstrip "The Ugly Duckling" from the series Fairy Tales for Primary Grades. Discuss the ways in which the Ugly Duckling's brothers and sisters showed that they were not friendly ducklings, but very unkind, selfish, and foolish. List some of the things about friends which are more important and more loveable than the way they happen to look.

Discuss some of the ways in which children and adults are friendly to other people in the world, even when they do not know the people. Include the Junior Red Cross, the Crusade of Mercy, CARE, Unicef, and other ways of being a friend to people.

View the filmstrip "The Lion and the Mouse" from the series Primary Grade Stories and discuss the way in which the story demonstrates that a small friend can be very important to someone who is much bigger and stronger. List ways in which small girls and boys can be friends of older girls and boys.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should become better acquainted with directional words such as left, right, near and far away, world, earth.

In developing reading readiness, the pupil should:

acquire new words in speaking vocabulary

associate new words with pictures

interpret the story which a picture tells

observe details in stories read to him

learn to listen to stories to find answers to simple questions

increase a sight vocabulary.

In developing social skills, the pupil should:

practice courtesy and expect courteous treatment from others

practice cooperating with others and expect their cooperation

accept others at their own value and expect to be accepted at his

become more self-dependent and self-assured

grow in ability to plan activities.

Write little stories on the subject "Why I Want to Be a Friend" or "Why I Want to Have a Friend." Share his stories with the rest of the class.

Prepare a class textbook on "Being Friends." Include as friends, children and adults in school, the home, and the neighborhood. Make up the text with the rest of the class and draw illustrations for each of the pages.

B. Ways of Being a Friend

Listen to the teacher read Let's Be Enemies by Janice Udry to find out what makes an "enemy" and what makes a "friend."

View the filmstrip "Jack Joins the Team" from the series Adventures in Character Dimensions and observe the way in which Jack decided to become one of the friendly group.

View the filmstrips "Sharing with Neighbors" and "Places We All Own" from the series The Neighborhood Community and discuss the meaning and importance of such concepts as "sharing", "cooperating", and "respecting."

Play the game "Put Me in a Sentence" by using new vocabulary words, such as share, cooperate, help, accept, and understand in a way that makes it clear he understands their meanings as translated into actions toward people.

List the various ways he shares objects, experiences, and ideas with his classmates and the members of his family and the ways they cooperate with one another in their daily living and working together.

Discuss some of the ways in which people in the neighborhood might be helped in living and getting their work done by other people far away, such as those who grow crops for food, make cloth for clothing, make things for his home use. Consider how his parents help these people by buying the things they have produced.

Tell why he likes his friends and other people he has met even though they may be very different from himself and his family in interests, activities, and other ways.

Listen as the teacher reads stories or tells about friends we have in other cities and countries of the world who are people very much like ourselves in many respects and the different benefits we derive from each other by trading with one another or learning about one another.

Talk about the reasons why nations are friendly toward one another and how friendliness among the many different lands of the earth is necessary to maintain peace in the world.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
appreciate the worth of friends and his own worth as a friend	
recognize that to have friends requires being a friend	
realize that friendship is not a gift, but an earned reward.	

Help the teacher draw up a two-column chart listing the rules of friendship as follows:

To have a friend —	To be a friend —
be honest	be honest
be polite	be polite
be fair	be fair
be good	be good
be true	be true
be fun	be fun
be kind	be kind
be patient	be patient

Compare the two lists of rules; discuss why two lists are necessary even though both are the same.

Discuss reasons why in friendship we need to give as well as to receive.

Make up little skits or playlets showing how children who were selfish and did not really like themselves or anyone else began to make friends when they began to be friendly toward themselves and others.

Draw pictures of his best friends and write two or three sentences why they deserve his friendship and he deserves theirs.

Discuss reasons why everyone likes to have friends to talk to, work and play with. List some of the games and sports in which friends are necessary as playmates. Explain what would happen in these games, if the players were not friendly.

Write stories about friends he has at home and in the neighborhood using sentences or phrases to describe his friends and their mutual activities. Illustrate the stories with simple pictures.

Participate in a group project putting on fist or paper sack puppet shows illustrating ways in which others have been unfriendly toward him, ways in which he has been unfriendly toward others, and ways that he would prefer to be treated as both the giver and receiver of friendship.

Assume the role of a boy trying to help another person who has no friends to make and earn friendships among children and adults. Include the qualities desirable in a friend.

Make a mural with the entire class showing pictures of each doing things in the neighborhood that would make them good friends to all their neighbors. Include a playground scene showing how he would behave as a friend on the playground.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic) pp. 15-21, 28-31, 36-40

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 83-88

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 7-13

Durell, et al.
Basic Social Studies Discussion Pictures
(Row Peterson)

Durell, et al.
Social Studies 2 (Grade 2)
(Row Peterson) pp. 6-9, 34-35

Hanna, et al.
At Home (primer)
(Scott Foresman) pp. 4-69

Hanna, et al.
At School (Grade 1)
(Scott Foresman) pp. 76-91

Hanna, et al.
In the Neighborhood (Grade 2)
(Scott Foresman) pp. 56-60

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 7-24, 134-138

McIntire and Hill
Billy's Neighbors (Grade 2)
(Follett) pp. 5-19

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American) pp. 26-33

Fraser and Hoy
Girls and Boys at School (primer)
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 21-37

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 82-100

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, et al.
Stories about Linda and Lee
(Grade 1)
(Ginn) pp. 48-65

LIBRARY BOOKS

Anglund, Joan W.
Friend Is Someone Who Likes You
Harcourt, 1958
(Gr. K-2)

Anglund, Joan W.
Love Is a Special Way of Feeling
Harcourt, 1960
(Gr. K-2)

Beim, Frances & Jerrold
Two Is a Team
Harcourt, 1945
(Gr. 2-4)

Berquist, Grace
Boy Who Couldn't Roar
Abingdon, 1960 (Gr. 2-4)

Brown, Myra B.
Company's Coming for Dinner
Watts, 1959 (Gr. 2)

Coatsworth, Elizabeth
Lonely Maria
Pantheon, 1960 (Gr.3-4)

Erickson, Phoebe
Just Follow Me
Follett, 1960 (Gr.1)

Fenton, Edward
Fierce John
Doubleday, 1959 (Gr. K-2)

Foster, Polly and Larry
About My Puppy
Melmont, 1956 (Gr. 2-4)

Guilfoile, Elizabeth
Nobody Listens to Andrew
Follett, 1957 (Gr. 1-2)

Hall, Tom H.
Golden Tombo
Knopf, 1959 (Gr. 3-4)

Hoban, Russell
Herman the Loser
Harper, 1961 (Gr. K-2)

Hoff, Carol
Four Friends
Follett, 1950 (Gr. 2)

Hoff, Sydney
Who Will Be My Friends?
Harper, 1960 (Gr. 1)

Hoffman Elaine
About More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Jensen, Virginia A.
Lars-Peter's Birthday
Abingdon, 1959 (Gr. K-2)

Joslin, Sesyle
What Do You Do Dear?
Scott, 1961 (Gr. 3-4)

Kravetz, Nathan
Two for a Walk
Walck, 1954 (Gr. 1-3)

Liang, Yen
Dee Dee's Birthday
Walck, 1952 (Gr. K-2)

Liang, Yen
Tommy and Dee Dee
Walck, 1953 (Gr. 1-3)

McCall, Edith
Bucky Button
Benefic, 1960 (Gr. 1)

McNeer, May
My Friend Mack
Houghton, 1960 (Gr. 3-4)

Minarik, Else H.
Little Bear's Friend
Harper, 1960 (Gr. 1-2)

Reichert, E. C. et al.
Bushy's Friends
Lippincott, 1957 (Gr. 1)

Schreiber, Georges
Bambino Goes Home
Viking, 1960 (Gr. K-1)

Slobodkin, Louis
One Is Good but Two Are Better
Vanguard, 1956 (Gr. K-2)

Steiner, Charlotte
Friend is "Amie"
Knopf, 1956 (Gr. K-4)

Steiner, Charlotte
Kiki's Play House
Doubleday, 1962 (Gr. K-2)

Sutherland, Efua
Playtime in Africa
Atheneum, 1962 (Gr. 3-5)

Taylor, Sydney
Mr. Barney's Beard
Follett, 1961 (Gr. 1-2)

Thayer, Jane (pseud.)
Gus Was a Friendly Ghost
Morrow, 1962 (Gr. K-2)

Thayer, Jane (pseud.)
Andy and His Fine Friends
Morrow, 1960 (Gr. K-2)

Udry, Janice M.
Let's Be Enemies
Harper, 1961 (Gr. K-2)

Zion, Gene
Meanest Squirrel I Ever Met
Scribners, 1962 (Gr. K-2)

FILMS

***Boundary Lines
10 min. color X-B-50

Cindy Goes to A Party
10 min. b & w X-C-131

Fun of Making Friends
10 min. b & w X-F-98

Golden Rule: Lesson for Beginners
10 min. b & w X-G-56

The Other Fellow's Feelings
10 min. b & w X-O-28

Parties Are Fun
10 min. b & w X-P-57

Play in the Snow
11 min. b & w X-S-7

The Ugly Duckling
10 min. b & w X-U-15

FILMSTRIPS

Adventures in Character Dimensions
(2078) color
"Boys Build a Business"
"Tom Misses a Picnic"
"Tommy Tries to Help"
"Paul Tries a Smile"
"Larry Learns Respect:
"Jack Joins the Team:
Creative Education, Inc.

Fairy Tales for the Primary Grades
(1258) color
"The Ugly Duckling"

Primary Grade Stories
(1316) color
"The Lion and the Mouse"

United Nations Charter Group
(2226) color
"A Garden We Planted Together"
Stanley Bowmar

MUSIC

Music For Early Childhood (Gr. K-1)
"Who's That Knocking at My Door?"
p. 14

Music Round the Clock (Gr. 1)
"Rig-a-Jig-Jig and Away We Go" p.48-9
"Song of Thanks" p. 71

Music For Young Americans (Gr. 1)
"My Own True Friend" p. 7

Music Round the Town (Gr. 2)
"Round and Round the Village" p. 95
"Hide and Seek" p. 97
"Dancing with Rosa" p. 99
"How D'Ye Do, My Partner?" p. 100
"Looby Loo" p. 101
"The Merry-Go-Round" p. 114
"An Invitation" p. 120

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Grimm Brothers
Snow White and the Seven Dwarfs
Hale, 1938 (Gr. 4-6)

GRADE I

UNIT IV

OUR SCHOOL WORKERS

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic understanding in the facts and information necessary to an understanding of the unit.	
Understandings	A. Workers in our school

The pupil should understand that:	Faculty
	Maintenance staff
	Pupils
	  Monitors
	  Messengers
	  Patrol
	  Special helpers
	  Class members

The school is an integral part of our way of living and essential to its preservation.	
Teachers, pupils, staff, and parents of a school work together to assure its efficient operation.	
Pupils in a school contribute to its success through their cooperation as well as through their achievement as students.	B. Workers for our school

Public schools are supported by the rents and property taxes collected in our city.	Parents
	Neighbors
	Taxpayers
	Public agencies
	  Nurses
	  Doctors
	  Dentists
	  Crossing guards
	  Firemen
	  Policemen

Many people in the neighborhood help to make the school a better place for working and living together.	
Each member of the school has a responsibility to perform his duties and tasks as efficiently as he can.	
Living and working together in school prepares the pupils for greater acheivement and happiness in adult life.	
Many people come into the school as part of the public services offered by the community.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Workers in Our School

Participate in a discussion with the teacher and list the important part every school takes in community living. Help the teacher list the many ways the school helps the community, the people, and each boy and girl, as exemplified below.

> Schools Help Us in Many Ways
>
> Schools help us learn many things
> We make good friends in school.
> Schools teach our mothers and fathers many things, too.
> Schools help us have fun.

Help the teacher list the people who work in his school. Make individual booklets about these workers by writing and illustrating each story. A sample story follows.

> Many people work in our school.
> Mr. ________ is our engineer.
> He works all day long.
> He makes our school safe.
> He keeps our school clean.
> Mr. ________ has many helpers.
> These are the things Mr. ________ does.

Construct a bulletin board using the theme of school workers. Draw and cut-out figures representing each worker and write simple captions to correspond with each figure.

Ask a monitor and school messenger to visit the classroom and tell of duties and responsibilities that are a part of his or her job.

Take a trip around and through the school building and observe and list the many jobs being done by school workers.

Write an original poem about the patrol boy on the corner and view the filmstrip "Safety on the Way to School." Talk about the duties of this important school worker and list them on a wall chart.

Invite a patrol boy to visit the classroom and ask him to demonstrate the signals he uses while on duty. Ask him to tell how each child can help him do his job efficiently.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

  become familiar with the appearance of a map and the globe

  become acquainted with a map and globe as scaled representations of the earth or part of its surface.

In developing reading skills, the pupil should:

  acquire new words in speaking vocabulary

  associate new words and ideas with pictures

  interpret the story which a picture tells

  observe details in pictures shown to him.

In developing social skills, the pupil should:

  practice courtesy toward other members of the school body

  cooperate with maintenance staff and faculty in preserving beauty and neatness of the school

  accept responsibility for his share in keeping the school a pleasant and attractive place to work.

View the filmstrip "The Safety Patrol" and become more familiar with the task of this worker and of people he associates with everyday.

Make a stoplight to be hung on the wall or on the bulletin board. Dramatize the rules and signals the visiting patrol boy demonstrated.

B. Workers for Our School

Listen as the teacher briefly describes the ways in which parents, neighbors, and communities work for and help the school, such as paying taxes for school support, showing interest in school activities, supporting PTA sponsored programs.

View films and filmstrips showing the need for and responsibilities of the school nurse, doctor, and dentist, from the series, Community Helpers 1 and 11, Our Community Workers, and School Helpers.

Discuss the work of these three helpers, the nurse, doctor, and dentist. Invite them to visit the classroom to share experiences, concerning their important jobs.

Invite the school nurse to talk about the services she extends to boys and girls. Ask her to bring "A first aid kit" and ask questions concerning the various items of equipment and their uses.

View the filmstrip "The School Nurse" and compare the filmstrip story with the duties of the school nurse.

Share experiences about safety measures and health habits.

Cut out pictures of healthful foods and tools of cleanliness and make these into a booklet. Write simple compositions about these health habits and how they contribute to good citizenship.

Help the teacher make a wall picture dictionary of the items of cleanliness he uses every day for good health. Use three-dimensional objects as true representations of these items.

Make a check list concerning daily practices of good health.

Make a check list concerning daily practices of safety habits.

Draw pictures of safety or health workers. Cut them out and glue them to flat boards. Create an original playlet centered around the jobs of these workers.

Make a mural of health and safety workers. Invite visitors to see the project and present an original, brief playlet summarizing the duties of these school workers.

Ask the school crossing guard to talk to this class about ways in which she makes coming to and going from school safe.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations The pupil should: appreciate his own importance as a member of school society recognize his indebtedness to the public for his free education and its many benefits and values take pride in being a part of the working community of school and neighborhood value his education.	

Review the film "Tony Learns About Fire." Note some basic rules for fire prevention and regulations concerning the use of the fire box. Consider the safety methods to follow in case of fire.

Learn to recognize the bell signal used to designate a fire drill, and to distinguish between emergency signals and regular bell signals.

Discuss safe places to play. Make a list of all the neighborhood places to play in which there are no cars, trucks, buses. Include yard, park, playground, school yard.

Discuss simple rules about what to do in an accident emergency. List in steps on the blackboard. Write them in the safety booklet and memorize.

Locate the nearest fire station on a community map. Discuss the location in terms of space and distance. Visit the fire station. Learn about its services by talking to the firemen and by observing the equipment.

Write experience stories and combine them into a booklet. Use new vocabulary words, such as prevention, carelessness, hazard, combustion, flammable.

View filmstrips which tell about the fireman and his job and the part he plays as a community and school worker from the series Community Helpers, or Our Community Workers, or Community Services.

Listen to the poem "My Policeman" by Rose Fyleman, and tell of similar experiences. Listen as the teacher explains the term "nurse" in the fifth stanza. Substitute a more common or "up-to-date" word.

Share experiences pertaining to contacts with policemen. Recall their duties and become better acquainted with the tasks they are responsible for doing.

Invite the corner policeman to visit the class to talk about the role he takes in health and safety measures. Be prepared to ask questions about health and safety in relation to the neighborhood-community program of welfare and well-being.

Write a series of compositions about the policeman. Write compositions concerning his uniform; his means of travel; his duties; our attitude toward policemen; our responsibility toward policemen.

Play singing games to the tune of "Mulberry Bush." Create original verses such as "This is the Way We Cross the Street," "This is the Way We Stand and Wait," "This is the Way We Wait Our Turn."

Discuss the role of safety on the playground. Share experiences about not obeying rules of safe play. Talk about the reasons for safe play and the fun that can be enjoyed when rules and habits are observed and practiced.

Write original poems about the policeman, such as:

The policeman is our friend,
He is our helper, too—
Its fun to talk about him
And all he has to do.

We see him in the morning,
He helps us cross the street—
When we go home at lunchtime
It's this friend that we meet.

Some policemen ride in cars,
Their cars are white and blue—
Others ride the whole day long
On motorcycles, too.

His star is always polished,
He wears it on his chest—
And this is to remind him
To always do his best.

They help to keep our city,
A safe place all day long
So always do the right thing
And never do the wrong.

We must always do our best
To keep him for a friend
For he's the man who helps us
And on him we depend.

Illustrate these poems and build a bulletin board around them.

View films and filmstrips from the series Our Community Workers, Community Helpers, and Community Services about this very special school and community worker.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic)

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 18-22, 109-21

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 21-30, 89-117,
137-47

Durell, et al.
Basic Social Studies 2 (Grade 2)
(Row Peterson) pp. 10-15, 37-39,
82, 94, 150-53

Hanna, et al.
At Home (primer)
Scott Foresman) pp. 14-23, 33-37

Hanna, et al.
At School (Grade 1)
(Scott Foresman) pp. 4-69

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 88-112

McIntire and Hill
Billy's Neighbors (Grade 2)
(Follett) pp. 24-28, 73-80,
85, 122

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American) pp. 4-33, 63-65, 82-99

Heffernan and Anderson
Girls and Boys at School (primer)
(Harr-Wagner) pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 3-37

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 62-72

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, et al.
Stories about Linda and Lee
(Grade 1)
(Ginn) pp. 13-16

LIBRARY BOOKS

Barr, Jene
Policeman Paul
Whitman, 1952 (Gr. 1-3)

Dillon, Ina K.
About Policemen
Melmont, 1957 (Gr. 2-4)

Hefflefinger, Jane, & Hoffman, Elaine
About Firemen
Melmont, 1957 (Gr. 2-4)

Hoffman, Elaine
About School Helpers
Melmont, 1955 (Gr. 1-3)

Jubelier, Ruth
About Jack's Dental Check Up
Melmont, 1959 (Gr. 3-5)

Lenski, Lois
Policeman Small
Walck, 1962 (Gr. K-2)

Thompson, Frances B.
About Miss Sue the Nurse
Melmont, 1961 (Gr. 3-4)

Vreeken, Elizabeth
Henry
Follett, 1961 (Gr. 2)

FILMS

Primary Safety: in the School Building
10 min. b & w X-P-108

Safety on the Street
11 min. b & w X-S-156

Safety on the Way to School
10 min. b & w X-S-82

School Rules: How They Help Us
10 min. b & w X-S-144

Tony Learns About Fire
20 min. b & w X-T-84

Trained to Serve: School Boy Patrol
20 min. color X-S-49

FILMSTRIPS

Community Helpers Series Set I
(2072) color
Long Flimslide Service

Community Helpers Series Set II
(2094) color
Visualcraft

Community Service
(2098) color
E. B. Films

Our Community Workers
(2074) b & w
E. B. Films

School Helpers Series
(2076) color
Visualcraft

Social Studies Rhymes for the Very Young Series
(2068) color
Eye Gate House

POETRY

Time For Poetry
"My Policeman"
by Rose Fyleman p. 38

MUSIC

Music For Young Americans (Gr. K)
"The Traffic Policeman" p. 23
"Fire Truck Song" p. 24-5

Music For Early Childhood (Gr. K-1)
"Mister Policeman" p. 18
"Playing Fireman" p. 19

Music For Young Americans (Gr. 1)
"The School Nurse" p. 9
"The Dentist" p. 29
"The Traffic Policeman" p. 32

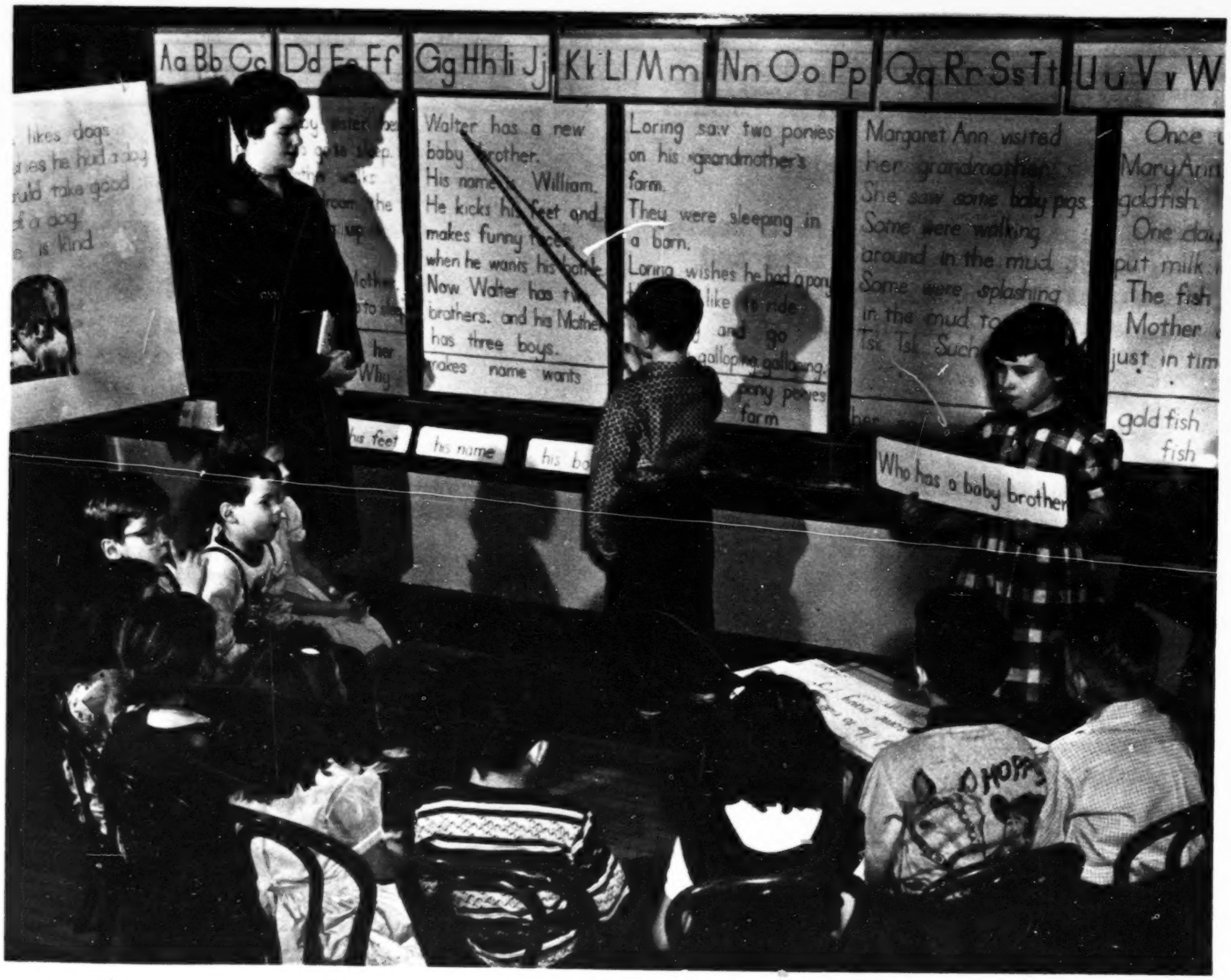
Music Round the Clock (Gr. 1)
"Fun To Be a Helper" p. 15
"Busy Workers" p. 17

Music Round the World (Gr. 2)
"Where's the Fire?" p. 6

Music For Young Americans (Gr. 2)
"Fire, Mister Fireman" p. 29
"The Fire Station" p. 30
"Helpers" p. 46

MATERIAL FOR REFERENCE OR ADAPTATION BY THE TEACHER

Fribourg, Marjorie
Patrol Boy
Luce, Inc., 1962 (Gr. 4-6)


Walter has a new baby brother.
His name is William.
He kicks his feet and makes funny faces when he wants his bottle.
Now Walter has two brothers. and his Mother has three boys.
Loring saw two ponies on his grandmother's farm.
They were sleeping in a barn.
Margaret Ann visited her grandmother.
She saw some baby pigs.
Some were walking around in the mud.
Some were splashing in the mud.
Who has a baby brother
his feet
his name
gold fish

GRADE I

UNIT V

OUR FAMILIES

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Information and Knowledge

The pupil should acquire a basic understanding in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

People all over the world live in family groups.

The earth is a huge ball represented by the globe.

Families vary in size and in structure.

The family is a unit in neighborhood life.

Each family member contributes to the well-being of the entire family.

Each family has a responsibility to help make the neighborhood a better place for all families living there.

Working and playing together as a family builds better family living.

Mutual affection, respect, and responsibility are the foundation of happy family living.

A. Elements of a family

Definition
Members

B. Work of our family

Tasks at home
Jobs away from home

C. Leisure activities of our family

Fun at home
Fun away from home

D. Rules for a happy family

Understanding
Love
Sharing
Helping

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of a Family

Share experiences about his family by telling the size of his family, who the members of his family are, where his family lives.

Listen as the teacher explains that all families differ in size and structure or that all families have a different number of children; some families have two or more parents; some families one or no parent.

Try to understand that all families do not have two parents. Share experiences pertaining to this fact. Try to understand that although the family size differs, a family is still a complete unit and part of the activities of the neighborhood-community.

Take turns telling the number of members in his family. Name each member and tell something about him. For example: My mother is pretty; my brother goes to high school; my baby sister likes to pull hair.

View the filmstrip "Our Family" from the series The Home Community. Observe the members in this family and the work they do for one another.

Practice telling the names of brothers and sisters in school. Learn the room number and grade of other members of the family who are in the school.

Draw a picture of members of the family. Cut out the picture and staple it to a flat stick. Tell a story about the person shown in the picture. Join with the other children to make a "family." Dramatize an amusing incident about the family.

Observe a large map of the United States. Tell of other cities and states, both far and near, where relatives work and play together. Make name tags and pinpoint these places. Make a title for this map, such as "Families Live Just Everywhere."

View films and filmstrips about families who live in Holland, Japan, Mexico, and compare their activities and associations with our fun and work and friends. For example, view such films as "Children of Japan," "Children of Holland," and "Mexican Children."

Write both group and original compositions about his family. Use new vocabulary words, such as family, friends, different, world, member, lives, size, alike.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness the pupil should:

become acquainted with locational information in relation to places in the community

learn directions, right and left

associate meaning with symbols on simple maps and globes.

In developing reading skills, the pupil should:

acquire new words in reading vocabulary

build sight vocabulary through configuration clues.

In developing social skills, the pupil should:

grow in ability to contribute to family living

work and share with other members of the family

develop good work habits in home

become more independent.

Attitudes and Appreciations

The pupil should:

appreciate the contributions of the family to his comfort, shelter, and happiness

recognize the need for both work and play in the family organization

respect the worth and dignity of all family group.

Write sentences using these new words. Play games with the words, as shown in the examples.

Put me in a sentence, please.

family - I have a big family.
world - Families live all over the world.
different - Families are different.
size - Families are different in size.

I am all mixed up, help me.

big I a have family - (words are jumbled)
all world Families over the live - (unjumble)
are different Families.
in size are Families different.

B. Work of Our Family

Discuss the kinds of work his parents do at home and away from home. Make some of the stories into experience charts. Illustrate these stories by drawing pictures of the story and stapling them to the experience chart.

Draw and paint pictures of mother and father at work.

Write a composition about the kinds of work mother does around the house.

Share experiences about the work other members of the family do, whether it be housework, homework, gardening, caring for a pet, or working for money away from home.

Make up a song about working with mother. Create original verses to the song describing the ways children in the class help their parents.

Discuss ways he can help at home: taking care of pets, keeping toys in order, getting up on time, being on time for meals. Draw or paint pictures of how he helps at home and a new-to-him way to try to help at home.

Plan and construct a playhouse. Discuss and decide on size, space, and location. List the duties of the family on wall charts and hang in house.

Discuss ways in which the family works together. Help the teacher display pictures on the bulletin board of family activities. Help the teacher write corresponding titles and sub-headings under each picture or grouping of pictures. Make a picture dictionary of the kinds of work children do around the house. Illustrate each sentence with a drawing.

View the filmstrips "Keeping Busy" and "Helping Mother" from the series The Home Community. Observe the duties or jobs each child is given. Observe how the children go about doing their jobs. Discuss the filmstrips.

Listen to the story Nobody Listens to Andrew by Elizabeth Guilfoile. Tell why he thinks Andrew could not make his family listen. Select the most amusing part of the story for retelling.

View the book, Work around the World by Kathryn Jackson and listen as the teacher reads about the many ways in which families work together, live together, and play together.

C. Leisure Activities of Our Family

Share experiences about the fun his family has. Tell about picnics, outings, shopping trips, trips to the zoo, the park, the playground.

Draw pictures of his family having fun at home. Cut these pictures out and assemble a mural entitled "Family Fun."

View the filmstrip "Family Fun" and compare the fun his family has with that of the filmstrip family.

Discuss how his family makes plans for family fun.

Write compositions about the kind of fun the family has at home, such as playing indoors or outdoors, helping around the house, repairing or making something.

Write compositions about the kind of fun the family has away from home, such as boating, walking around the block, driving to a park, going to the amusement park.

Draw pictures which tell a story of family fun in three or four scenes. Leave the ending untold and try to guess a possible ending for the stories.

Draw pictures and make a mural of the kinds of fun his family enjoys throughout the four seasons including—

> raking leaves, burning leaves, bicycling, hunting for leaves in the woods in autumn.
>
> shoveling snow, sitting by the fireplace, toasting marshmallows, sledding, skating, walking in the newly fallen snow in winter.
>
> flying a kite, picnicking, roller skating, walking in the country, gardening in spring.
>
> swimming, boating, picnicking, baseball in summer.

Discuss the ways in which working together can be fun and play. Talk about the fun of cleaning house, painting, washing the car, going to the grocery store.

D. Rules for a Happy Family

Listen to the stories Kid Brother by Jerrold Beim, and Little Oven by Eleanor Estes. Dramatize incidents from the stories which may be similar to those happenings in families of his acquaintance, or in his own family. Talk about being considerate of family members.

Discuss ways in which the family works together to get a "happy" feeling. Talk about knowing one another well, caring about one another, and sharing what he has with others.

View the filmstrip "The Happy Family" and learn the rules for fun and happiness when working and playing together.

Make a list of "Happy Family Rules." Write these rules and assemble into a booklet to be taken home. Include such rules as:

Know one another.
Care about one another.
Share with one another.
Help one another.
Remind one another.

View the filmstrips "Brothers and Sisters," and "Growing Up" from the series The Home Community. Observe ways in which family members work and play together for fun and happy times.

View the poster series, "Discussion Pictures" by Row, Peterson and Company. Observe the family working and playing together. Listen as the teacher reads the sentences at the bottom of each poster. Discuss these sentences. Talk about sharing, cooperating, helping, and making the home a happy place.

Write compositions about some interesting rules and thoughts found in the "Discussion Picture" series.

Dramatize the "Rules for a Happy Family" which must be practised every day, both at home and in school.

Construct simple paper puppets of family members to use in telling stories about cooperating with family rules.

Listen to recordings such as "Peter, Please It's Pancakes" or "Peter the Pusher," which tell stories of family life, the need for being on time for meals, and good manners. Dramatize the stories showing desirable ways of cooperating at home.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic) pp. 41-59

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 23-46, 95-108

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 26-44

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

Durell, et al.
Social Studies 2 (Grade 2)
(Row Peterson) pp. 80-81, 148-49

Hanna, et al.
At Home (primary)
(Scott Foresman) pp. 4-69

McIntire and Hill
Billy's Friends (Grade 2)
(Follett) pp. 4-18

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American) pp. 34-45, 52-62,
66-82

Heffernan and Anderson
Girls and Boys at Home (primer)
(Harr Wagner) pp. 3-63

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 40-61

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 87-99

Hunnicutt and Grambs
I Have Friends (Grade 2)
(Singer) pp. 154-81

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, et al.
Stories about Linda and Lee
(Grade 1)
(Ginn) pp. 28-65

LIBRARY BOOKS

Anglund, Joan W.
Love is a Special Way of Feeling
Harcourt, 1960 (Gr. K-2)

Anglund, Joan W.
Christmas Is a Time of Giving
Harcourt, 1961 (Gr. K-2)

Ayer, Jacqueline
Wish for a Little Sister
Harcourt, 1960 (Gr. K-2)

Barker, Melvern
Different Twins
Hale, 1957 (Gr. 2)

Beim, Jerrold
Kid Brother
Morrow, 1952 (Gr. 2-4)

Beim, Jerrold
Our Families
Morrow, 1956 (Gr. 2-4)

Bell, Gina
Wanted .... A Brother
Abingdon, 1959 (Gr. 2-4)

Bromhall, Winifred
Middle Matilda
Knopf, 1962 (Gr. 3-4)

Brown, Myra B.
First Night Away from Home
Watts, 1960 (Gr. K-2)

Buckley, Helen E.
Grandmother and I
Lothrop, Inc., 1960 (Gr. K-2)

Caudill, Rebecca
Happy Little Family
Holt, 1947 (Gr. 3-5)

Estes, Eleanor
Little Oven
Harcourt, 1955 (Gr. K-3)

Evans, Eva K.
Sleepy Time
Houghton, 1962 (Gr. 2-3)

Guilfoile, Elizabeth
Have You Seen My Brother?
Follett, 1962 (Gr. 1)

Guilfoile, Elizabeth
Nobody Listens to Andrew
Follett, 1957 (Gr. K-3)

Holland, Marion
No Room for a Dog
Random House, 1959 (Gr. 3-5)

Johnson, Crockett (pseud.)
Picture for Harold's Room
Harper, 1960 (Gr. 1-2)

Kaune, Merriman B.
My Own Little House
Follett, 1957 (Gr. 1)

Kirn, Ann
Two Pens for Catalina
Rand McNally, 1962 (Gr. 2-3)

Lenski, Lois
Let's Play House
Walck, 1944 (Gr. 1-2)

Lenski, Lois
At Our House
Walck, 1959 (Gr. K-1)

Lindsay, Barbara
Fun at My House
Dutton, 1955 (Gr. K-2)

Marion, Dorothy
Good Night Georgie
Dial Press, 1961 (Gr. 1-2)

Miles, Betty
House for Everyone
Knopf, 1958 (Gr. 2)

Radlauer, Edward
About Fathers at Work
Melmont, 1957 (Gr. 2-4)

Slobodkina, Esphyr
Clock
Hale, 1956 (Gr. K-2)

Williamson, Stan
No-Bark Dog
Follett, 1962 (Gr. 1-2)

Zolotow, Charlotte
Quiet Mother and Noisy Little Boy
Hale, 1953 (Gr. K-2)

Zolotow, Charlotte
Big Brother
Harper, 1960 (Gr. K-2)

FILMS

Caring for Your Toys
10 min. b & w X-C-107

Children of China
11 min. b & w X-C-22

Children of Germany
13 min. b & w X-C-120

Children of Holland
11 min. b & w X- H-5

Children of Japan
11 min. b & w X-J-1

Children of Switzerland
11 min. b & w X-S-11

Family Life
11 min. b & w X-F-85

Family Teamwork
16 min. color X-F-87

Fire Prevention in the Home
14 min. b & w X-F-108

Fun That Builds Good Health
10 min. b & w X-F-99

Sharing Work at Home
10 min. b & w X-S-95

A Surprise for Jean
8 min. color X-S-155

FILMSTRIP

The Home Community
(2084) color
E. B. Films

MUSIC

Music For Young Americans (Gr. K)
"Together" p. 2
"Mother's Knives and Forks" p. 10
"The Family" p. 11
"Mammy Loves" p. 20
"Helping Mother" p. 21

Music For Early Childhood (Gr. K-1)
"Dance to Your Daddy" p. 10
"Now Sleep Gently" p. 11
"Oh, Daddy Be Gay" p. 13

Music Round the Town (Gr. 2)
"My Father" p. 32
"Come Rowing with Me" p. 41
"A Valentine for Mother" p. 91
"Evening at Home" p. 124

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Nagle, Avery & Joseph Leeming
Kitchen Table Fun
Lippincott, 1961 (Gr. 4-8)

Burns, Wm. A.
World Full of Homes
McGraw, 1953 (Gr. 4-6)

Jackson, Kathryn
Work around the World
Silver Burdett, 1957 (Gr. 2-4)

GRADE I

UNIT VI

OUR NEIGHBORHOOD

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Elements of a neighborhood
Within a larger urban community a neighborhood is a compact region in which many families live near one another.	Definition Residents Neighbors Workers Buildings
A neighborhood contains dwellings, places of business, and a school.	B. Co-operation in our neighborhood
A neighborhood consists of many people with many differences and many buildings that have different sizes, shapes, and functions.	Serving Improving Conserving
It is the responsibility and duty of neighbors to share, co-operate, and participate in the conservation of the neighborhood.	
Good neighbors understand, respect, and accept one another.	
The beauty, health, and well-being of the neighborhood is the responsibility of all neighbors.	
Many people come into the neighborhood to work; many neighbors go outside the neighborhood to work.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of a Neighborhood

View the filmstrips "Robbie's Neighborhood," "Different Neighborhoods," "Neighborhood Workers," and others from the series The Neighborhood Community. Discuss the things which go to make up a neighborhood.

Listen as the teacher explains and discuss the term "neighborhood." Become aware of the many different and interesting things to be found in his own neighborhood.

Help the teacher list the different types of places, buildings, workers, and activities to be found within the neighborhood. Include himself, his friends, and his family in the list.

Plan and take a walk about the neighborhood to observe the kinds of businesses and services carried on in its stores, service shops, and industrial plants.

Refer to a large neighborhood floor map drawn to scale and properly oriented by the teacher to show the locations of the various stores, shops, services, and utilities located within the neighborhood. Discuss reasons why in most neighborhoods, stores and shops tend to be located on one or two streets and close to one another.

Discuss why, in some neighborhoods, there are shops or commissaries and other types of business located within a large high-rise apartment building, or why, in other neighborhoods a single "food shop" is located in the middle of a block of houses.

Help the teacher make a picture dictionary of the types of stores and services available to a neighborhood community. Cut out pictures or make three-dimensional objects to be used as representative of the store described or its merchandise.

Write simple stories about stores or businesses in the neighborhood. For example:

> The grocery store is big.
> We buy fruits and vegetables at the grocery store.
> The laundromat is a busy place.
> Mothers take their laundry to the laundromat.
> I like to watch the dryers.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

become familiar with the map as a scaled representation of the neighborhood

make a floor-map of the neighborhood drawn to scale and properly oriented

use the map to learn the locations of stores, homes, and places of interest

use the map as a tool for locating the main transportation routes of the neighborhood.

In developing reading skills, the pupil should:

arrange information in a sequential order

select information pertinent to a specific question

become acquainted with factors involved in comparison and contrast

add to his reading vocabulary.

In developing social skills, the pupil should:

share and participate in group activities

accept responsibility

learn to work independently.

Illustrate the various types of business in the neighborhood by a small drawing and a short written description. Staple both drawing and story to a piece of construction paper to make a picture file of businesses in the neighborhood.

Listen as the teacher reads and observe the pictures in How People Live and Work in the Big City by Muriel Stanek and Barbara Johnson to become more closely acquainted with the many people, places, and activities which characterize a neighborhood community.

Describe and compare the various types of houses and buildings found in the neighborhood. Become acquainted with the terms apartment, hotel, housing-project, high-rise, two-flat, residence, and trailer.

Draw pictures of the houses found in the community. Help the teacher arrange these pictures on the bulletin board. Write titles or captions explaining the pictures.

Explain why business places in the neighborhood can not get along without the patronage of the people living within the community. Describe the hardship or inconvenience the people of the neighborhood would feel without the various local places of business.

Write simple compositions about the people who live and work within the neighborhood. Tell why they need one another and how they help one another. Illustrate these compositions with drawings. Sample stories are given below.

I am a mother.
I live in an apartment.
I take care of my family and home.
I work all day.

I drive a garbage truck.
I work hard all day.
I collect the community's garbage.
I drive the garbage to where it is burned.
My job is very important to the neighborhood.

Help the teacher make a picture dictionary of the different people who live and work in the neighborhood.

Make a mural of neighbors and workers of the neighborhood going about their usual daily routine. Decide upon a title for the mural and captions for the various people shown in it.

Write a story on such titles as "My Favorite Neighborhood Store," "My Favorite Neighborhood Worker," "Going to the Store," or "My Good Neighbor."

Listen to poems about stores, such as "Shop Windows" or "Emma's Store." Create an original poem about a favorite store or place in his own neighborhood.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
accept the role of a responsible neighbor living and working cooperatively with his neighbor	
appreciate the importance of his neighborhood to himself and his neighbors.	

Share experiences about visits or shopping trips to other neighborhoods. Explain why is is sometimes necessary to go out of the neighborhood to do some of the shopping for his family. Tell about a trip downtown and compare the Loop stores with those in the neighborhood. As he tells his story observe as he points out cardinal directions traveled.

View the filmstrip The Home Community and observe the people who participate in the activities of the neighborhood and who co-operate in making the neighborhood a better place in which to live.

Share with the class his experiences visiting friends or relatives who live in other neighborhoods. Compare the various places and businesses seen in that neighborhood with those to be found in his own. Introduce a population map of the area to show density.

B. Cooperation in Our Neighborhood

Invite a person who is in business in the neighborhood to talk to the class on the ways in which businessmen work together to improve the community.

View the filmstrip series Living Together and observe the cooperation given by family members during a picnic and the many services that are extended by the neighborhood during a family shopping trip.

Build a model of the neighborhood using cardboard for the houses and clothespin dolls for people. Use paper, spongerubber, sticks for lights, trees, and sidewalks. Lay out the neighborhood on a map of the community. Use tagboard signs. Share ideas for improvements in the neighborhood.

Draw a year-round class clean-up campaign and list the ways in which each member of the class can do his share toward keeping the neighborhood clean and attractive.

Discuss reasons why a clean neighborhood is a necessity for health and the well-being of the people who live there.

List the various services provided in the neighborhood by the City of Chicago. Include such services as garbage collection, street cleaning, snow removal, street paving, water main repair, and others.

Discuss reasons why in an urban neighborhood where many people live close together it is more important that each consider the rights and privacy and property of the other with greater care than in a rural area where people are not so close together. List some of the ways, such as playing, noise, carelessness, in which one is more likely to interfere with others in an urban neighborhood.

Prepare a list of "Rules For a Good Neighbor" which might serve as a guide for each in living, playing, and working in his neighborhood.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic)

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 68-82

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 31-71, 128-35

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

Durell, et al.
Social Studies 2 (Grade 2)
(Row Peterson) pp. 16-33,
40-79, 129-46, 155-68

Durell, et al.
Social Studies 3 (Grade 3)
(Row Peterson)

Hanna, et al.
In the Neighborhood (Grade 2)
(Scott Foresman) pp. 72-105,
106-145, 146-81

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 25-44, 102-112

McIntire and Hill
Billy's Neighbors (Grade 2)
(Follett) pp. 19-86, 87-131

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Grade 1)
(American)

Hugley and McGuigan
Around the Home (Grade 2)
(Rand McNally) pp. 25-41

Hunnicutt and Grambs
I Play (primer)
(Singer) pp. 38-39

Hunnicutt and Grambs
I Live With Others (Grade 1)
(Singer) pp. 22-44, 56-77

Hunnicutt and Grambs
I Have Friends (Grade 2)
(Singer) pp. 70-111

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, et al.
Stories about Linda and Lee (Grade 1)
(Ginn) pp. 5-8, 62-74

LIBRARY BOOKS

Barr, Jene
Ben's Busy Service Station
Whitman, 1956 (Gr. 1-3)

Barr, Jene
Fireman Fred
Whitman, 1952 (Gr. 1-3)

Barr, Jene
Miss Terry at the Library
Whitman, 1962 (Gr. 2-3)

Barr, Jene
Mr. Mailman
Whitman, 1954 (Gr. 1-3)

Black, Irma S.
Night Cat
Hale, 1957 (Gr. K-2)

Black, Irma
Troublemaker
Knopf, 1959 (Gr. 3-5)

Boyle, Joyce
Bobby's Neighbors
Abingdon, 1959 (Gr. 2-3)

Buchheimer, Naomi
Let's Go to the Library
Putnam, 1957 (Gr. 3-5)

Buchheimer, Naomi
Let's Take a Trip to a Bakery
Putnam, 1956 (Gr. 3-5)

Buchheimer, Naomi
Let's Take a Trip to a Fire House
Putnam, 1956 (Gr. 3-5)

Burkhardt
Our Neighborhood
Benefic, 1955 (Gr. 2-3)

Colonius, Lillian
At the Bakery
Melmont, 1953 (Gr. 2-4)

Colonius, Lillian
At the Library
Melmont, 1954 (Gr. K-2)

Colonius, Lillian
At the Post Office
Melmont, 1953 (Gr. 2-4)

Curren, Polly
This Is a Town
Follett, 1957 (Gr. 2-4)

Dean, Lucille
At the Laundry
Melmont, 1955 (Gr. 2-4)

Freeman, Don
Norman the Doorman
Viking, 1959 (Gr. 3-5)

Goodspeed, J. M.
Let's Go to a Garage
Putnam, 1957 (Gr. 3-5)

Goodspeed, J. M.
Let's Go to a Supermarket
Putnam, 1958 (Gr. 3-5)

Green, Carla
What Do They Do? Policemen & Firemen
Harper, 1962 (Gr. 1-2)

Hastings, Evelyn
About Postmen
Melmont, 1957 (Gr. 2-4)

Hawkinson, Lucy & John
City Birds
Whitman, 1957 (Gr. 2-4)

Hefflefinger, Jane & Hoffman, Elaine
About Firemen
Melmont, 1957 (Gr. 2-4)

Hurd, Edith T.
Mr. Charlie's Pet Shop
Lippincott, 1959 (Gr. 2-4)

Jubelier, Ruth
About Jack's Dental Check Up
Melmont, 1959 (Gr. 3-5)

Keats, Ezra Jack
My Dog Is Lost
Crowell, 1960 (Gr. K-2)

Koester, Shurm S.
Where Are You Going Today?
Whitman, 1957 (Gr. 1)

Lenski, Lois
Little Fire Engine
Walck, 1946 (Gr. 2-3)

Lenski, Lois
When I Grow Up
Walck, 1960 (Gr. K-2)

Lerner, Marguerite
Red Man, White Man, African Chief
Lerner, 1960 (Gr. 3-5)

MacGregor, Ellen
Mr. Ferguson and the Fire Department
McGraw, 1956 (Gr. K-4)

McCall, Edith
Buttons at the Soap Box Derby
Benefic, 1957 (Gr. 3-4)

McCall, Edith
Buttons and Mr. Pete
Benefic, 1957 (Gr. 1-2)

Meeks, Esther K.
In John's Back Yard
Follett, 1957 (Gr. 1-2)

Ormsly, Virginia
It's Saturday
Lippincott, 1956 (Gr. 2)

Sauer, Julia L.
Mike's House
Hale, 1954 (Gr. K-2)

Seuss, Dr.
And to Think I Saw It on Mulberry Street
Hale, 1937 (Gr. K-2)

Shapp, Martha
Let's Find Out About Policemen
Watts, 1962 (Gr. 1-2)

Slobodkina, Esphyr
Little Dog Lost, Little Dog Found
Abelard, 1956 (Gr. K-2)

Steiner, Charlotte
Kiki Skates
Doubleday, 1950 (Gr. 2-3)

Thompson, Frances B.
About Doctor John
Melmont, 1959 (Gr. 2-4)

Tresselt, Alvin
Wake Up, City
Lothrop, 1957 (Gr. K-2)

Zion, Gene
Harry and the Lady Next Door
Harper, 1960 (Gr. 2-3)

Zolotow, Charlotte
In My Garden
Lothrop, 1960 (Gr. K-2)

FILMS

The Doctor
10 min. b & w X-D-15

The Fireman
11 min. b & w X-F-12

Food Store
11 min. b & w X-F-15

The Mailman
10 min. b & w X-M-24

Making Bricks for Houses
10 min. b & w X-M-104

The Policeman
11 min. b & w X-P-12

The Safest Way
17 min. b & w X-S-89

Taking Care of Our Garden
10 min. color X-T-70

Tony Learns about Fire
20 min. b & w X-T-73

A U. S. Community and Its Citizens
20 min. b & w X-U-18

Understanding a Map
10 min. b & w X-U-20

My Milkman, Joe
20 min. color X-M-212

FILMSTRIPS

Arbor Day
(2152) color
Bureau of A. V. Instruction,
University of Nebraska

Big City U.S.A.
(2160)
"Big City, U.S.A."
"Housing in Big City"
"Food for Big City"
"Big City Workers"
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Business in the City"
"Keeping the City Alive"
E. B. Films

Community Services
(2098) color
"Our Library"
"Our Fire Department"
"Our Police Department"
"Our Postoffice"
"Our Health Department"
"Our Parks and Playgrounds"
E. B. Films

The Neighborhood Community
(2088) color
"Robbie's Neighborhood"
"Different Neighborhoods"
"Sharing with Neighbors:
"Places We all Own"
"Neighborhood Workers"
"In and Out of the Neighborhood"
E. B. Films

Food
(2164) color
"Where Food Comes From"
"Getting Food Ready for Market"
"The Food Store"
E. B. Films

Living Together
(2062) color
"A Neighborhood Picnic"
"A Family Shopping Trip"
S.V.E.

Our Community Helpers - Series One
(2072) color
"The Baker"
"The Grocer"
"The Fireman"
"The Policeman"
"The Postman"
Long Filmslide Service

Our Community Workers
(2074) b & w
"The Doctor"
"The Fireman"
"The Mailman"
"The Policeman"
E. B. Films

MUSIC

Music For Young Americans (Gr. K)
"The Postman" p. 22
"The Laundry Man" p. 23
"The Delivery Boy" p. 27
"When I Am Big" p. 28

Music For Early Childhood (Gr. K-1)
"Community Helpers" p. 19
"Mister Barber" p. 19
"The Shoemaker" p. 20

Music For Young Americans (Gr. 1)
"Walking and Talking" p. 24
"Washing Machine Song" p. 25
"Friendly Town" p. 26
"The Gas Station" p. 27
"The Baker" p. 28
"The Druggist" p. 29
"Paper Boy" p. 33

Music Round the Town (Gr. 2)
"At The Little Corner Store" p. 19

MATERIALS FOR REFERENCE OR
ADAPTATION BY THE TEACHER

Goodspeed, J. M.
Let's Take a Trip to Watch a Building
Putnam, 1956 (Gr. 4-6)

Hall, Natalie
World in a City Block
Viking, 1960 (Gr. 4-6)

Stanek, Muriel and Johnson, Barbara
How People Live In a Big City
Benefic, 1963 (Gr. K-3)

GRADE I

UNIT VII

TRAVEL FROM PLACE TO PLACE

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Elements of travel
The pupil should understand that:	Definition
Travel is a means of getting from place to place, near or far.	Reasons for travel Visits Work Vacations
People travel by various means all over the world.	
Travel can be by land, water, or air.	B. Means of travel
The surface of the earth's land varies.	Car Train Bus Boat Airplane
There is more water than land on the earth.	
Climate varies from place to place on the earth.	C. Highlights of travel
People travel to different places to work, to learn, or to enjoy themselves.	Neighborhood sights Chicago sights Country sights
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of Travel

Listen as the teacher defines the term "travel" in a simple, meaningful way. Example: Travel means to move; to take a journey; to get from one place to another. We travel each day.

Share experiences about where he travels every day. Include: traveling to and from school; traveling to the store; traveling downtown; traveling around the block for fun; traveling to church; traveling down the stairs at home.

Listen as the teacher reads How Do I Go by Mary Ann Hoberman. Observe the many ways of travel.

Discuss the reasons for traveling. Answer the question, "Why do I like to travel?" Talk about the things to see and learn while traveling.

Write a simple composition about traveling, as exemplified below.

Traveling is fun.
I see many things.
I learn many things.
I like to travel.

Share experiences about places he would like to visit. Give reasons for wanting to travel to these places. Talk about traveling to the zoo, the lake, grandmother's house, another city or town, or maybe another country.

Help the teacher write experiences about some of these places as follows:

I would like to go to the zoo.
I would like to see the animals.
I would like to learn about them.
It would be fun to visit the zoo.
or
I would like to visit grandmother.
Grandmother lives down south.
She lives on a farm.
There are many things to see.
It is fun to travel to grandmother's farm.

Draw pictures of interesting places he would like to travel or visit. Share these pictures with the class and tell the type of transportation he would like to use to reach his destination.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

In developing map and globe readiness, the pupil should:

become familiar with representation of land and water areas on map and globe

become aware of symbols indicating mountain ranges and rivers

use directional terms in relation to map and globe, east and west, north and south

become familiar with the general outlines and location of the United States on map and globe.

In developing reading skills, the pupil should:

build a larger reading and sight vocabulary

read for enjoyment

read to answer a specific question or to learn a fact

read experience charts and compositions for pleasure and knowledge

read signs.

In developing social skills, the pupil should:

grow more independent

share and participate in classroom activities

grow in ability to plan activities.

Share experiences about places he has visited. Bring pictures, posters, and postcards. Discuss the various means of travel used to get to these places.

Locate on globe or map the various cities and states he has visited by extending yarn from Chicago to these points of travel and interest indicating distance and direction.

Listen as the teacher briefly tells about some interesting things in far away places such as the camels of India, houseboats of Japan, igloos of Alaska, the big boats in the harbors of New York, the caves in Kentucky, and about other interesting things about Chicago.

Talk about ways of getting to these places and what he would want to see when there. Understand that travel is for enjoyment and knowledge.

Listen as another tells about the work his father, relative, or friend, does that allows him to travel from city to city and the kinds of transportation he uses in his work.

B. Means of Travel

Talk about the many ways in which to travel. Draw pictures of ways of travel and make a wall picture dictionary. Include the car, train, bus, airplane, helicopter, and boat.

Share experiences about traveling by car and bus. Talk about trips taken with the family and the things seen along the way. Talk about the many places one can travel by car. Use maps to show route traveled.

View the filmstrip "Trip By Auto" and recognize the automobile as an important means of travel.

Write a composition about the family car.

Listen to the poem "Stop - Go," by Dorothy Baruch and "Motor Cars" by Rowena Bennett, and recall similar experiences.

View the filmstrips and listen to the records in the series, Fun On Wheels. Observe the auto trip and discuss similar situations and experiences.

Sing songs about trains, such as "I Love to Hear the Train," or "The Train That's Going West." Create train sounds by rubbing together two sandpaper blocks. (These may be made by gluing pieces of sandpaper to wood.)

Listen to the poems "Trains At Night" by Frances Frost and "The Way of Trains" by Elizabeth Coatsworth. Try to understand the new words such as, rumble, blinking, triumph, halts, snuffs, snorts, desire. Use these new words in sentences as exemplified below.

The train snorts and snuffs.
The train halts at the station.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations The pupil should: recognize the need for and use of travel as a means of increasing knowledge and pleasure respect the importance of transportation to our way of life.	

View the filmstrip "Mary's Trip by Trains" from the Junior Travel Series. Observe the services and courtesies extended Mary and the way Mary exhibited courtesy in return.

Create original poems about the train and exhibit these poems on the bulletin board along with corresponding pictures and stories.

View the film "The Passenger Train" and become more familiar with this means of travel and transportation.

Share experiences concerning bus travel, both in the city and to places far away. Tell about the interesting places seen from the bus. Talk about the duties of the bus driver and the fun and enjoyment of riding the bus when rules are followed.

View the filmstrip "Jack's Trip By Bus." Recall and discuss the interesting things Jack did and saw on his trip. Compare bus travel with train travel.

Discuss safety rules to be followed when riding buses. Select the most important rules to be printed on a safety travel chart.

Take a trip by bus. Review the things seen and make experience charts concerning these things. Some sample experiences are listed below.

We took a trip.
We used a bus.
We saw many things.
We saw houses and people.
We saw new places.

We went downtown.
We went on a bus.
We sat still.
We saw many things.

Draw pictures of things seen while on the bus trip. Draw pictures of the bus. Cut out and begin a travel mural.

Visit a bus terminal to see the many types of buses. Observe the people and where they are going.

View the film "An Airplane Trip" and enjoy the experiences of Joan and Judy as they take a long trip. Discuss the types of planes which carry passengers.

Bring in airplane models and share experiences concerning type, size, use, and method of construction. Exhibit along with other modes of transportation.

Share with other members of the class an experience of a ride on a plane. Tell how the safety and needs of the passengers were cared for by the airplane crew. Tell about the interesting things seen from the air.

Listen to the poems "Taking Off" and "Aeroplane." Become familiar with new words, such as taxis, skims, speck, zooms, strumming, humming. Use these new words in sentences.

Make models of airplanes. Exhibit these models with other models of modes of transportation.

View the filmstrip "Mary's Trip By Air." Compare air travel with train and bus travel.

Look at a globe and become familiar with two areas, land and water areas. Listen as the teacher names the continents and oceans. Point to our country and our city. Take turns finding such places as North and South America, Europe. Tell why such places would be fun to visit.

View the filmstrip "The Passenger Line" from the series Ships and Harbor. Discuss the things seen along the way and the activities that are part of boat travel. Compare boat travel with living at home. Note the similarities.

Listen to the poem "Boats" by Rowena Bastin Bennett. Discuss the many types of boats and their uses.

Share experiences with other members of the class concerning boat travel. Tell the interesting things both seen and done. Discuss the places visited.

Make a booklet of all the types of travel fun. Write several stories concerning each mode of transportation. Illustrate each story with a corresponding picture.

Complete the travel mural by drawing and cutting out pictures of all the mentioned modes of transportation. Explain this mural to all visitors. Invite guests into the room to see this art project.

C. Highlights of Travel

View the filmstrip What Transportation Means To Us. Write a composition using the new travel words, such as boat, train, airplane.

Discuss sights in Chicago that would be interesting to see. Take each section of the city and list places of interest as follows:

South Side	North Side	West Side	East Side
Museum of Science and Industry	Boat harbor	Brookfield Zoo	Steel mills
Ryan's Woods	Water Tower	Little Red School House	Lake Michigan
Midway Airport	Navy Pier	O'Hare Airport	Shedd Aquarium
	Lincoln Park		

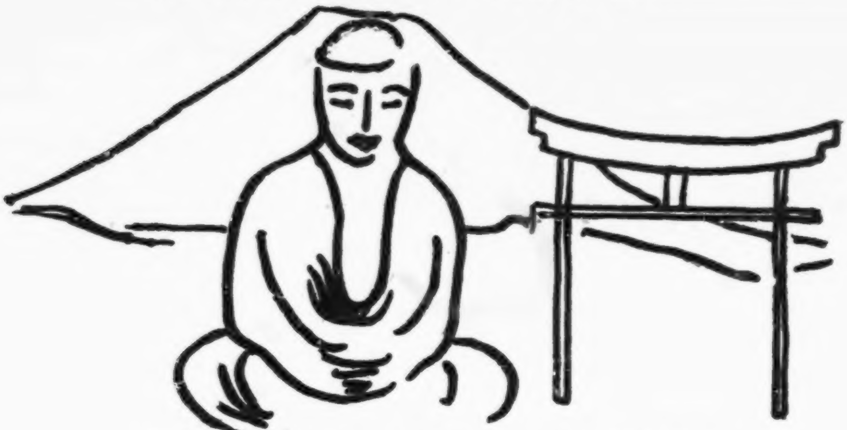
Share experiences about these places of interest telling the method of travel, what was seen and done. Tell what it would be like if there were no travel in the city or throughout the world.

Answer the question, "How do you travel?" Share experiences about everyday travel on foot, bicycle, scooter, and wagon. Write short compositions concerning these modes of travel and transportation.

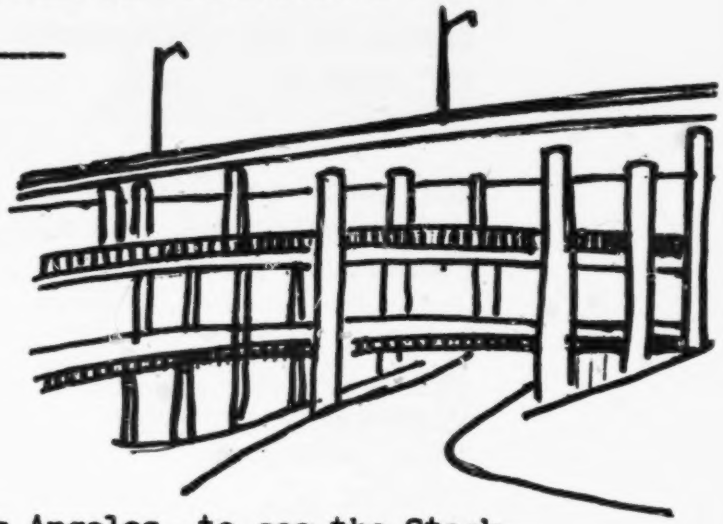
Have fun walking from place to place, seeing different things at school, at home, and outside.

Invite another teacher or older student to class to share experiences about interesting places to travel. Build a bulletin board around this theme.

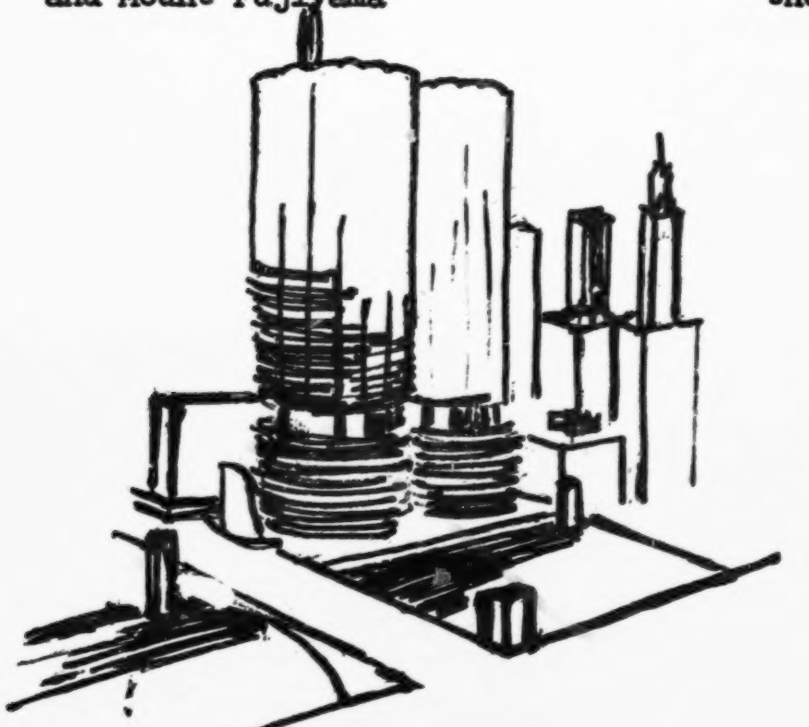
We would like to travel to—————————



Tokyo—to see sampans, rickshaws, and Mount Fujiyama



Los Angeles—to see the Stack—the freeway interchange



downtown—to see a parade and big buildings

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Family (Grade 1)
(Benefic)

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 59-67

Burkhardt and McGuinness
Our Neighborhood (Grade 2)
(Benefic) pp. 72-88

Durell, *et al.*
Basic Social Studies
Discussion Pictures
(Row Peterson)

Durell, *et al.*
Social Studies 2 (Grade 2)
(Row Peterson) pp. 95-127

Hanna, *et al.*
At School (Grade 1)
(Scott Foresman) pp. 81-91

Hanna, *et al.*
In the Neighborhood (Grade 2)
(Scott Foresman) pp. 162-68,
61-63

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 113-32

McIntire and Hill
Billy's Neighbors (Grade 2)
(Follett) pp. 5-18, 123

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School (Gr. 1)
(American)

Hugley and McGuigan
Around the Home (Grade 2)
(Rand McNally) pp. 181-89

Hunnicutt and Grambs
I Live with Others (Grade 1)
(Singer) pp. 6-26, 68-69,
113-31, 160-67

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, *et al.*
Stories about Linda and Lee
(Grade 1)
(Ginn) pp. 75-81

LIBRARY BOOKS

Barr, Jene
This is My Country
Whitman, 1959 (Gr. 1-2)

Curren, Polly
This is a Road
Follett, 1959 (Gr. 2-3)

D'Aulaire, Ingri
Two Cars
Doubleday, 1955 (Gr. K-2)

Freeman, Don
Space Witch
Viking, 1959 (Gr. K-2)

Goudey, Alice
The Day the Sun Came Up
Scribner's, 1961 (Gr. 2-4)

Hoberman, Mary A. & Norman
How Do I Go?
Little, 1958 Gr. K-2)

Kessler, Ethel
Big Red Bus
Doubleday, 1957 (Gr. K-2)

Krasilovsky, Phyllis
Cow Who Fell in the Canal
Doubleday, 1950 (Gr. K-3)

McCall, Edith
Buttons Goes Camping
Benefic, 1956 (Gr. 1-2)

McCall, Edith
Buttons See Things That Go
Benefic, 1959 (Gr. 1)

Noringer, Virginia
Ship See the Signs
Whitman, 1953 (Gr. 2-3)

Philips, Eleanor (pseud.)
About the Driver of a Bus
Melmont, 1959 (Gr. 2-4)

Ormsby, Virginia
Here We Go
Lippincott, 1955 (Gr. 1-3)

Paull, Grace A.
Come to the Country
Hale, 1956 (Gr. K-2)

Polgreen, John
Look at the Moon
Doubleday, 1962 (Gr. 2-4)

Schlein, Miriam
How Do You Travel?
Hale, 1954 (Gr. K-2)

Shapp, Martha
Let's Find Out about Wheels
Watts, 1962 (Gr. 1-2)

Steiner, Charlotte
Where Are you Going?
Doubleday, 1946 (Gr. K-2)

Thorn, Samuel A.
Let's Go
Benefic, 1953 (Gr. 1)

Zaffo, George
Giant Nursery Book of Things That Go
Dutton, 1959 (Gr. K-2)

Zaffo, George
Giant Nursery Book of Things That Go
Doubleday, 1959 Gr. K-2)

FILMS

An Airplane Trip
11 min b & w X-A-12

Builders of the Broad Highway
22 min. color X-H-19

Building a Highway
11 min. b & w X-B-60

Bus Driver
11 min. b & w X-B-10

Understanding a Map
10 min. b & w X-U-20

FILMSTRIPS

Airport Activities
(2130) b & w
Academy Films

Country Community
(2100) color
Curriculum Filmstrips

A-114 SAR Fun On Wheels
(2140) color
"Johnny, the Fireman"
"Buddy, the Little Taxi"
"Choo-Choo, the Little Switch Engine"
"Our Auto Trip"
(Includes 4 filmstrips and 2 records)
ELK Book Series

Junior Travel Series
(2142) color
"Trip by Ship"
"Mary's Trip by Air"
"Trip by Auto"
"Jack's Trip by Bus"
"Mary's Trip by Train"
Long Filmslide Service

Ships and Harbor
(2148) b & w
"The Passenger Line"
Visualcraft

What Transportation Means to Us
(2150) color
Morehouse

POETRY

Time For Poetry
"Aeroplane"
by Mary Green p. 169
"Boats"
by Rowena Bennett p. 172
"Motor Cars"
by Rowena Bennett p. 178
"Stop-Go"
by Dorothy Baruch p. 178
"Taking Off"
(anon.) p. 168
"The Way of Trains"
by Elizabeth Coatsworth p. 167
"Trains at Night"
by Frances Frost p. 166

MUSIC

Music For Young Americans (Gr. K)
"Streamline Train" p. 29
"When the Train Comes Along" p. 29
"I Like a Bike" p. 31
"Sailing" p. 32
"The Horn on the Bus" p. 34

Music For Early Childhood (Gr. K-1)
"Our Windshield Wiper" p. 22
"Let's Take a Little Trip" p. 23
"Busy Trucks" p. 24

Music For Young Americans (Gr. 1)
"Tugboats" p. 39
"The Night Express" p. 41
"Putter-Putt" p. 42
"Choo-Choo Train" p. 42
"Going to Bombay" p. 66-7

I Like The City (Gr. 1)
"Giddy-Ap Pony" p. 29
"Little Tugboat" p. 33
"When the Train Comes Along" p. 34

Music For Young Americans (Gr. 2)
"Going To Travel" p. 47
"Skating" p. 70
"Sliding" p. 88
"The Little Red Sled" p. 102
"Engine Number Nine" p. 147
"Sailboats" p. 163

Music Round the Town (Gr. 2)
"The Railroad Train" p. 54
"Ships in the Harbor" p. 56
"At the Airport" p. 58
"In an Airplane" p. 59

GRADE I

UNIT VIII

OUR FARMER FRIENDS

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Elements of the farm
Man has basic need for food which he meets in different ways.	Definition Purpose Farm animals Farm crops Farm machinery
As man uses the land to make his living, he makes changes in it.	B. Identification of the farmer
Many lands have four seasons, and the weather changes with the seasons.	A worker A family member
What the farmer raises for food is determined by the climate and the land he farms.	C. Comparison of the farm community and our community
People living in city neighborhoods are dependent upon farmers for their supply of food.	Work Play Differences Similarities
Farmers are dependent upon workers in cities for the machines, tools, and other materials they need to carry on farming.	
Modern society could not function without a system of trade and exchange.	
Rural communities differ in many ways from those found in large cities.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of the Farm

Listen to the story Little Farm and Animals of Farmer Jones by Lois Lenski. Listen to the poems "The Barnyard" by Maude Burnham; "The Cow" by Robert Louis Stevenson; "The New Baby Calf" by Edith H. Newlin, or "Who Likes the Rain" by Clara Doty Bates.

Discuss and answer the questions: "What would you like to learn about the farm?"; "What is your favorite farm animal?"; "What animal lives in a sty or pen and likes to roll in the mud?"; "Who can tell why Mr. Rooster is so very important to Mr. Farmer and his family?"

View the film "Autumn on the Farm" or the filmstrip "Life on a Small Farm," and discuss the most interesting sections.

Write compositions about the many useful items we get from our farmer friends. Illustrations of such compositions appear below.

> Many things grow on the farm.
> Fruits and vegetables grow on the farm.
> The farmer helps these things to grow.
> He plants and feeds and harvests his
> fruits and vegetables.
> We eat and like the things he grows.

> Many things live on the farm.
> Animals live on the farm.
> The farmer helps his animals.
> He cares for his animals.
> He is good to his animals.
> He sells his animals.
> We eat and like the animals.
> that come from the farm.

Look at cartons of basic products at home or in stores to find out where they come from especially noting sugar,flour, cornmeal, salt, fruits.

Listen as the teacher discusses and observes as she pinpoints on a large map, areas that produce and grow products. Listen as she explains the term "climate" and become familiar with large areas such as the South, which is known for cotton and tobacco; the Midwest which is known for corn; the North which is known for wheat, dairyfarms; the West which is known for cattle ranches.

Listen as the teacher discusses the reasons for planting in spring and harvesting in the early autumn relative to climate and season.

Make a picture dictionary of new words related to the unit. Find and cut out corresponding pictures to correlate with each word, corn, pig, cow, duck, wheat, cotton, barley.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

be made aware of rural areas surrounding Chicago on a map

become familiar with shape of Lake Michigan on a map and globe and relate the location of Chicago to the shape of Lake Michigan

realize that the land surface of the earth is made up of mountains, hills, and plains.

In developing reading skill, the pupil should:

build a larger reading and sight vocabulary

listen to acquire information and for relationships among ideas

become familiar with aids for retention and recall of selected information.

In developing social skills, the pupil should:

become aware of flexibility in use of voice in different situations

develop greater self-assurance in contributing ideas and opinions to class discussion

share personal experiences with other members of the class.

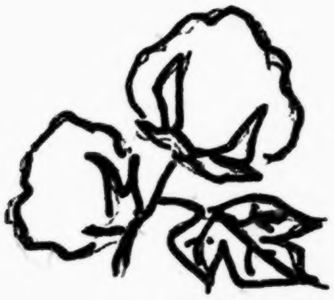
Collect and bring in pictures of animals and plants or draw pictures of each and write corresponding compositions which can be put into booklet form, along with a listing of new vocabulary words and a picture dictionary.

Plant lima beans on moist cotton or blotting paper to watch the growth of seeds. (See "Methods and Activities" in Elementary School Science by Blough, pp. 144-5, or see the Teaching Guide for Primary Science for method of germinating seeds in this manner.

Make large animals from papier-mâché using discarded boxes for the base of the body. Texture can be achieved by gluing on excelsior, sawdust, or yarn.

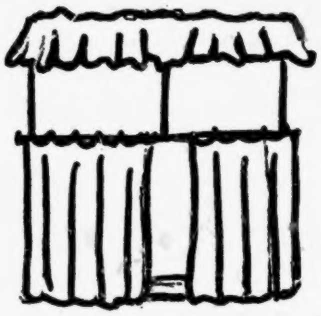
Display farm crops or products on a bulletin board or display table. Label each item and write a sentence caption for each product as follows:

Farms in the South give us



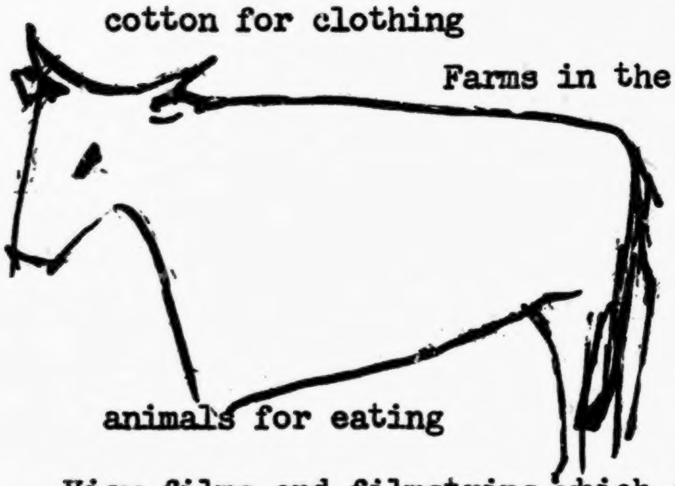
cotton for clothing

blankets



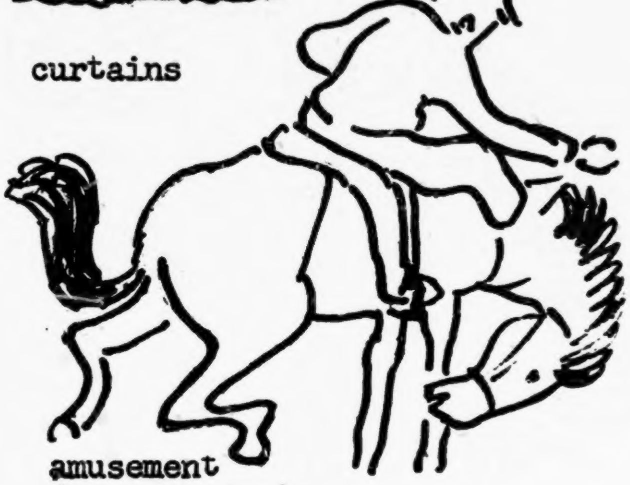
curtains

Farms in the Midwest give us



animals for eating

clothing



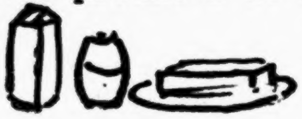
amusement (horse-rodeo)

View films and filmstrips which show how farm machinery is used to help the farmer grow crops and care for animals. Listen for new words, such as plow, crop duster, pasteurizer and discuss their uses. Add to new vocabulary chart. Illustrate and write simple group stories about this machinery.

Make several charts listing the products we receive from farm animals as shown below.

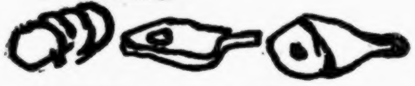
Cows give us

milk

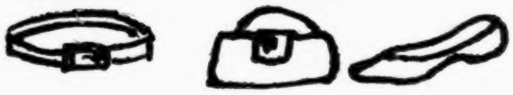


cheese

meat

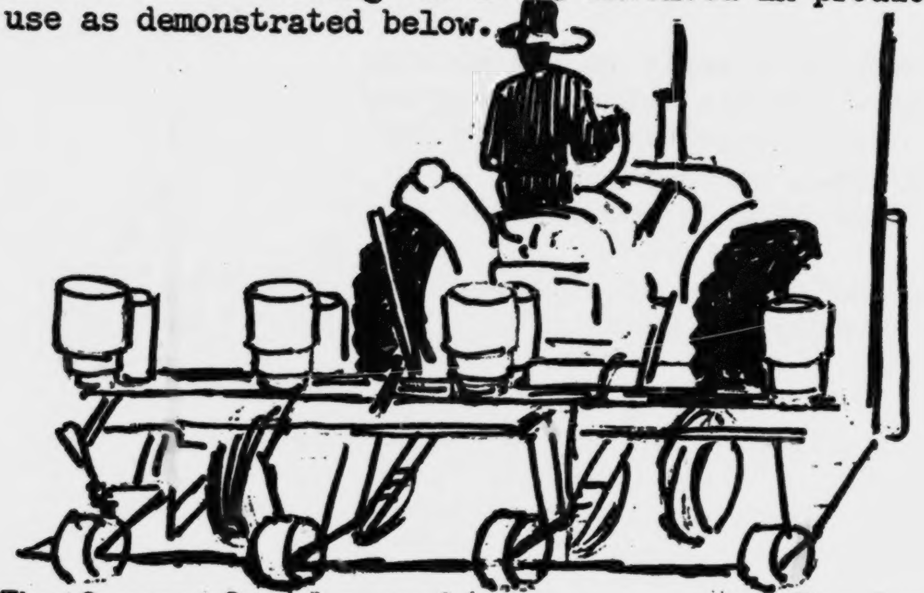


skins

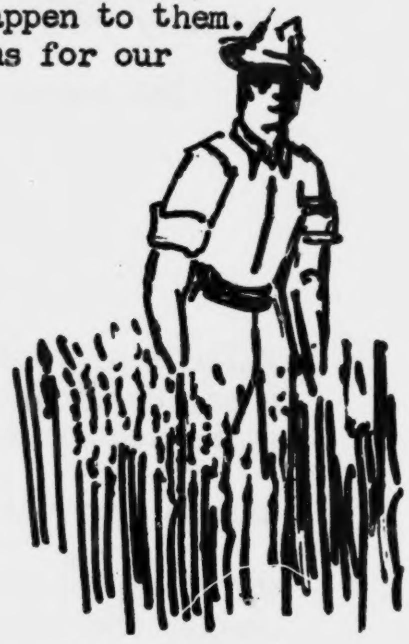


BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
appreciate and respect the work of people outside the neighborhood who contribute to its well-being	
recognize the dignity and importance of rural workers in our way of life	
take pride in the vastness of our country and its productivity.	

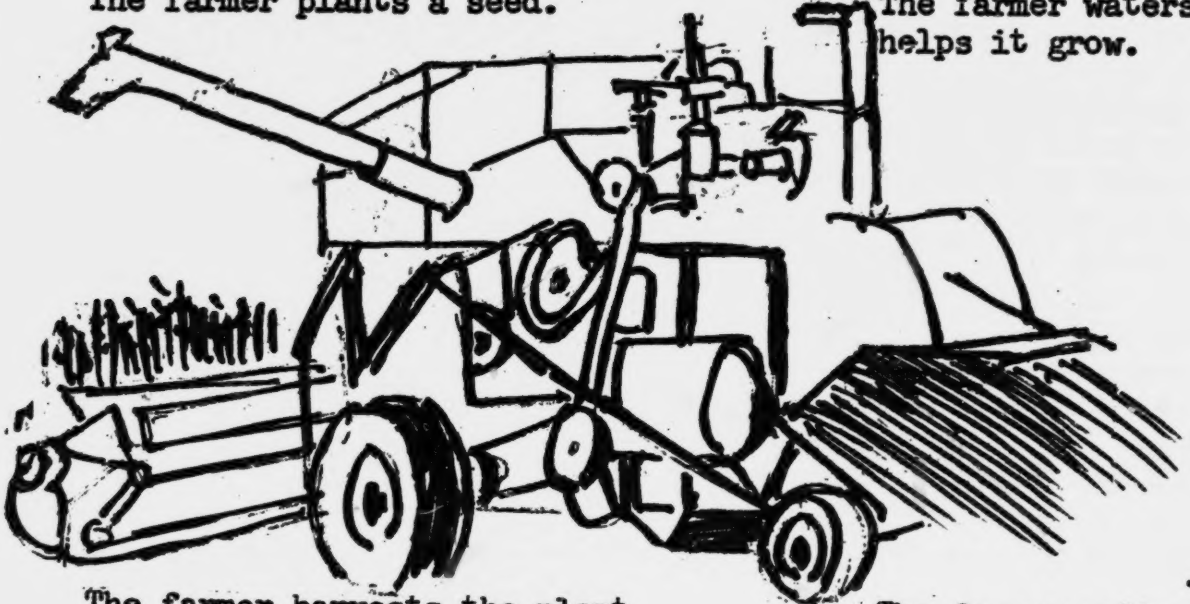
Take a field trip to a farm and become acquainted with animals and crops, their care, the way they live and grow, and the things that happen to them. Make a chart showing the steps involved in producing such items for our use as demonstrated below.



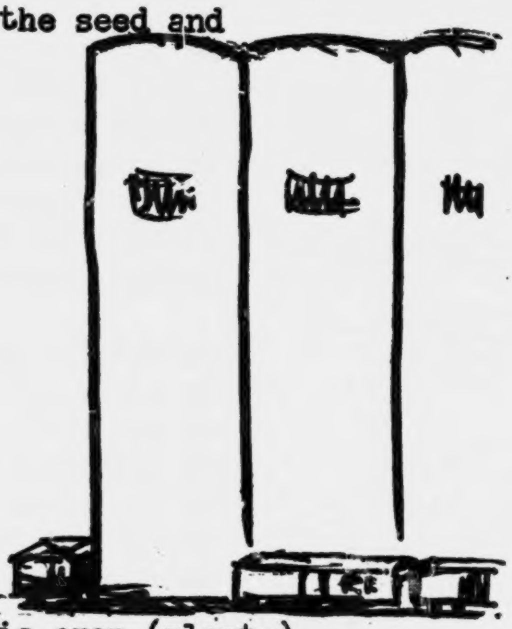
The farmer plants a seed.



The farmer waters the seed and helps it grow.



The farmer harvests the plant.



The farmer sells his crop (plants).

B. Identification of the Farmer

View the filmstrip "Farm Fathers" and observe the many kinds of work a farmer does. Compare the work of a city father with that of a farm father.

View the film "The Dairy Farm" and observe the importance of cleanliness on the farm. Discuss the ways in which health rules help both the farmer and us.

Discuss and list the things a farmer must do during work to produce items for city people to enjoy as given below.

The farmer must
- begin work very early in the morning
- feed and water his animals every day
- care for his crops almost every day
- keep his farm clean and tidy
- keep his machine in good repair

Build a pretend fruit and vegetable stand in a make believe farmyard. Make a papier-mâché array of fruits and vegetables. Paint and display them with signs indicating cost.

Assume the role of a farmer and his wife selling vegetables.

Write experience stories telling about the above project similar to the sample stories which follow.

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We made him from paper and paste.
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He has blue pants and a red shirt.
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He is fun to watch.
We named him Mr. Pete, the farmer.

Make and display clay or soap models of farm animals. Make papier-mâché animals from wire structures, paper, and flourpaste. Arrange a farmyard setting by putting Mr. Pete in the center feeding all his animals. Invite another class to visit his room to see various displays.

C. Comparison of the Farm Community and Our Community

View the filmstrip "Life in a Small Town" from the series Farm and City, to become better acquainted with the background and characteristics that make farm life so different from city life.

Plan a trip to the Museum of Science and Industry to observe the farm exhibit. Look at bulletins and pictures to decide what each pupil will observe to report while on the trip. Note the machinery and equipment, the livestock, and model animals. Make a composite book on the farm utilizing each child's answer to question proposed in planning the trip.

Invite a student or teacher to talk about life on the farm or life in a rural community. Ask questions pertaining to the size of the town or community, kinds of schools, places for recreation.

Make a list comparing similarities found in both big city and small town communities. Similarities are listed here.

Big Cities Have	Small Farm Communities Have
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churches	churches
stores	stores
animals	animals

Write a class letter to an imaginary friend "down on the farm" and ask him to tell about the things he does for both work and play.

Listen as the teacher tells about the things done for work and play on a farm. List as examples below:

for play---
- fishing in the creek
- riding horseback
- playing hide-and-seek in a haystack
- riding on the pickup truck
- going to a county-fair contest

for work---
- selling fruits and vegetables
- sinking a well
- feeding animals and crops
- pitching hay
- husking corn
- plowing the field

Discuss the way these experiences differ from those in our life in the city.

Read and discuss the book Work Around the World by Kathryn Jackson to become aware of the kinds of work that keeps our world going.

Tell how the farmer changes the land in order to make his living from it, include clearing, plowing, planting, building, fencing, fertilizing, and sinking wells.

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Duvoisin, Roger
Our Veronica Goes to Petunia's Farm
Knopf, 1962 (Gr. K-2)

Ets, Mane Hall
Cow's Party
Viking, 1958 (Gr. K-2)

Floethe, Louise Lee
Farmer and His Cows
Hale, 1957 (Gr. 2-3)

Georgiady, Nicholas
Gertie the Duck
Follett, 1959 (Gr. 1-2)

Gustafson, Frank
Frank of Irrigated Farm
Benefic, 1959 (Gr. 2-4)

Gustafson, Frank
Tim of Tall Grain Farm
Benefic, 1958 (Gr. 2-4)

Harter, Helen
Carmelo
Follett, 1962 (Gr. 2-4)

Hastings, Evelyn
At the Dairy
Melmont, 1958 (Gr. 2-3)

Hogner, Nils
Farm for Rent
Abelard, 1958 (Gr. K-2)

Ipcar, Dahlov
Ten Big Farms
Knopf, 1958 (Gr. 3)

Israel, Marion
About the Tractor on the Farm
Melmont, 1957 (Gr. 2-3)

Jackson, Kathryn
Work around the World
Silver Burdett, 1957 (Gr. K-4)

Koch, Dorothy
When the Cows Got Out
House, 1958 (Gr. 2)

Leary, Berenice
Happy Ranch
Lippincott. 1961 (Gr. 1)

Lenski, Lois
Little Farm and Animals of Farmer Jones
Walck, 1954 (Gr. K-2)

McCall, Edith
Buttons at the Farm
Benefic, 1955 (Gr. 1-2)

Meeks, Esther K.
Curious Cow
Follett, 1960 (Gr. 1)

Meeks, Esther K.
Friendly Farm Animals
Follett, 1956 (Gr. K-2)

Paull, Grace A.
Snowed-In Hill
Hale, 1953 (Gr. 3-4)

Payton, Evelyn
About Farm Helpers
Melmont, 1958 (Gr. 3-5)

Schlein, Miriam
City Boy, Country Boy
Children's, 1955 (Gr. K-2)

Sewell, Anna
Black Beauty
Doubleday, 1959 (Gr. 3-4)

Shapp, Martha
Let's Find Out About Water
Watts, 1962 (Gr. 1-2)

Sootin, Laura
Let's Go to a Farm
Putnam, 1958 (Gr. 3-5)

Tensen, Ruth M.
Come to the Farm
Reilly, 1949 (Gr. 1)

Tresselt, Alvin
Wake Up, Farm
Lothrop, 1955 (Gr. K-2)

Williams, Garth
Baby Farm Animals
Golden Press, 1959 (Gr. K-2)

Woods, Ruth
Little Quack
Follett, 1961 (Gr. 1-2)

FILMS

Adventures of Bunny Rabbit
11 min. b & w X-A-8

Autumn on the Farm
10 min. color X-A-103

The Big Wide Highway
11 min. b & w X-B-102

Bill Garman, Twelve-Year Old Business Man
11 min. color X-G-14

Billy and Nanny, the Goat Twins
11 min. b & w X-G-3

Day at the Fair
10 min. b & w X-D-12

Farm Animals
11 min. b & w X-A-9

Farmyard Babies
11 min. b & w X-F-118

Frisky, the Calf
10 min. b & w X-F-96

Patty Garman, Little Helper
11 min. color X-G-13

Pig Tales
12 min. color X-P-5

Plants Make Food
11 min. color X-P-137

Poultry on the Farm
11 min. b & w X-A-10

Shep, the Farm Dog
11 min. b & w X-D-5

Spring on the Farm
10 min. color X-S-58

Summer on the Farm
10 min. color X-S-59

A Teen-Age Farmhand
11 min. color X-F-37

Three Little Kittens
9 min. b & w X-A-13

To Market, to Market
11 min. color X-M-85

Uncle Jim's Dairy Farm
11 min. color X-U-7

The Wheat Farmer
13 min. color X-W-5

Winter on the Farm
11 min. color X-W-39

FILMSTRIPS

Country Community
(2100) color
Curriculum Filmstrips

Farm and City
(2080) color
"Life on a Small Farm'
"Life on a Large Ranch"
"Life in a Small Town"
"Life in a Large City"
Young America Films

Farm Fathers
(2102) color
"My Dad Is a Truck Farmer"
"My Dad Is a Fruit Farmer"
"My Dad Is a Wheat Farmer"
"My Dad Is a Dairy Farmer"
"My Dad Is a Cotton Farmer"
Long Filmslide Services

Wholesale Produce Market
(2166) color
Academy Films

POEMS

Time for Poetry
"The Barnyard" Maude Burnham p. 133
"The Cow" Robert Stevenson p. 145
"The New Baby Calf" Edith Newlin p. 148
"Who Likes the Rain" Clara Bates p. 371

Collect and bring in pictures of animals and plants or draw pictures of each and write corresponding compositions which can be put into booklet form, along with a listing of new vocabulary words and a picture dictionary.

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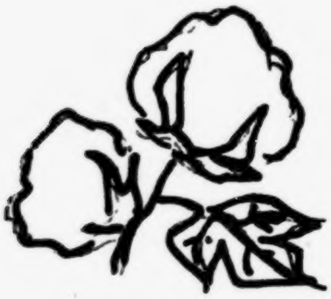
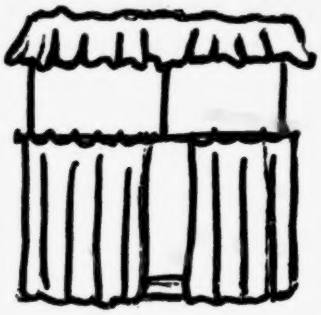
Display farm crops or products on a bulletin board or display table. Label each item and write a sentence caption for each product as follows:

Farms in the South give us



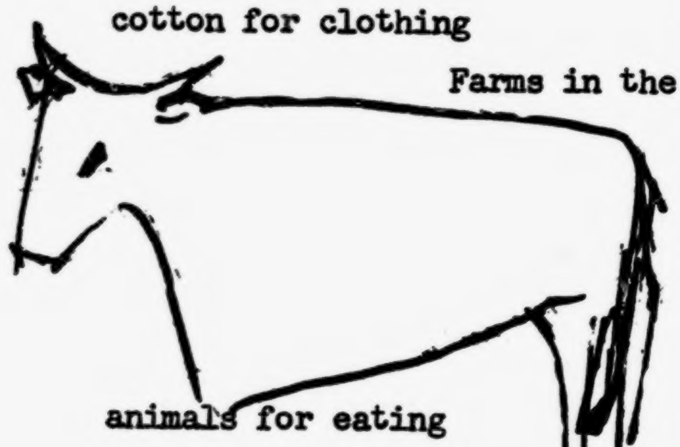
cotton for clothing

blankets



curtains

Farms in the Midwest give us



animals for eating

clothing

amusement
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Make several charts listing the products we receive from farm animals as shown below.

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meat

skins

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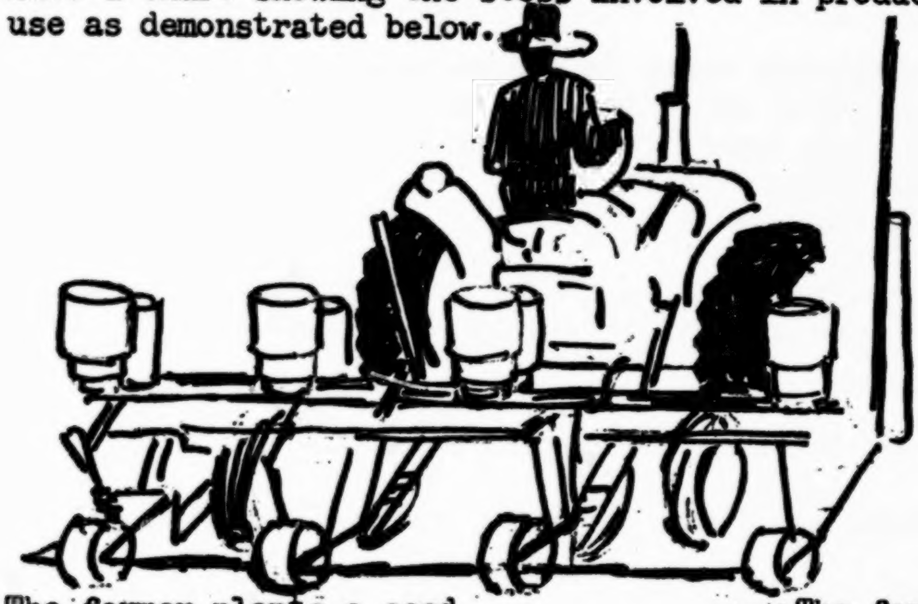
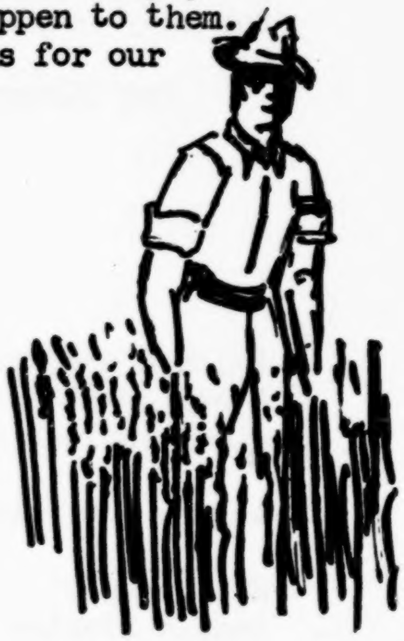
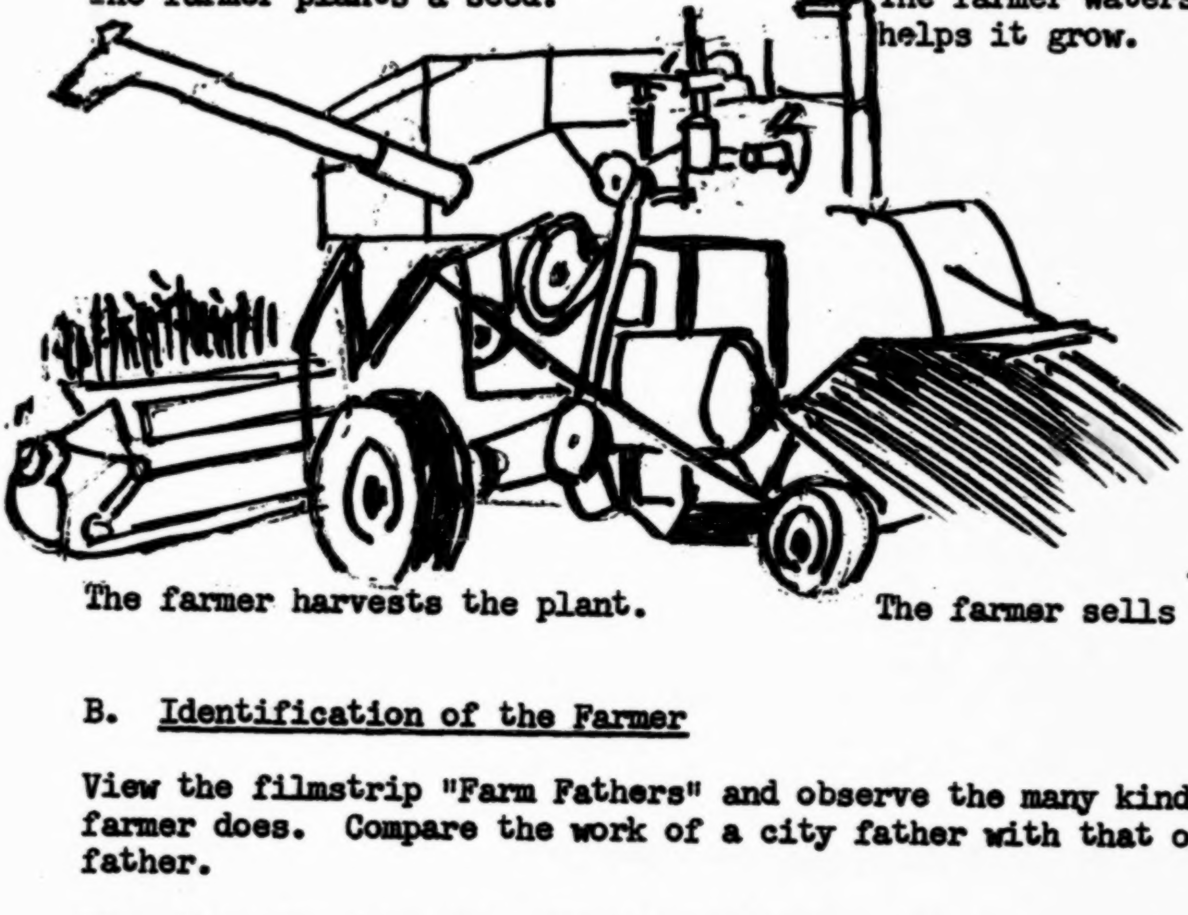


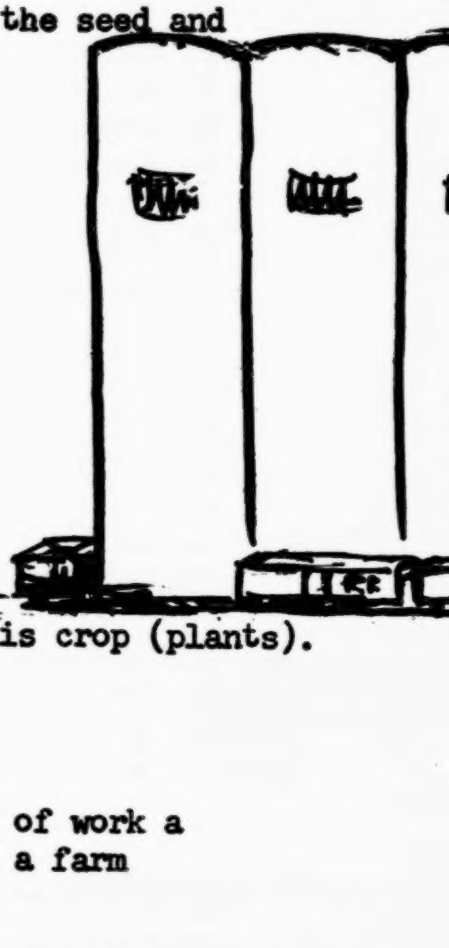
The farmer plants a seed.



The farmer waters the seed and helps it grow.



The farmer harvests the plant.



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Hale, 1957 (Gr. 2-3)

Georgiady, Nicholas
Gertie the Duck
Follett, 1959 (Gr. 1-2)

Gustafson, Frank
Frank of Irrigated Farm
Benefic, 1959 (Gr. 2-4)

Gustafson, Frank
Tim of Tall Grain Farm
Benefic, 1958 (Gr. 2-4)

Harter, Helen
Carmelo
Follett, 1962 (Gr. 2-4)

Hastings, Evelyn
At the Dairy
Melmont, 1958 (Gr. 2-3)

Hogner, Nils
Farm for Rent
Abelard, 1958 (Gr. K-2)

Ipcar, Dahlov
Ten Big Farms
Knopf, 1958 (Gr. 3)

Israel, Marion
About the Tractor on the Farm
Melmont, 1957 (Gr. 2-3)

Jackson, Kathryn
Work around the World
Silver Burdett, 1957 (Gr. K-4)

Koch, Dorothy
When the Cows Got Out
House, 1958 (Gr. 2)

Leary, Berenice
Happy Ranch
Lippincott. 1961 (Gr. 1)

Lenski, Lois
Little Farm and Animals of Farmer Jones
Walck, 1954 (Gr. K-2)

McCall, Edith
Buttons at the Farm
Benefic, 1955 (Gr. 1-2)

Meeks, Esther K.
Curious Cow
Follett, 1960 (Gr. 1)

Meeks, Esther K.
Friendly Farm Animals
Follett, 1956 (Gr. K-2)

Paull, Grace A.
Snowed-In Hill
Hale, 1953 (Gr. 3-4)

Payton, Evelyn
About Farm Helpers
Melmont, 1958 (Gr. 3-5)

Schlein, Miriam
City Boy, Country Boy
Children's, 1955 (Gr. K-2)

Sewell, Anna
Black Beauty
Doubleday, 1959 (Gr. 3-4)

Shapp, Martha
Let's Find Out About Water
Watts, 1962 (Gr. 1-2)

Sootin, Laura
Let's Go to a Farm
Putnam, 1958 (Gr. 3-5)

Tensen, Ruth M.
Come to the Farm
Reilly, 1949 (Gr. 1)

Tresselt, Alvin
Wake Up, Farm
Lothrop, 1955 (Gr. K-2)

Williams, Garth
Baby Farm Animals
Golden Press, 1959 (Gr. K-2)

Woods, Ruth
Little Quack
Follett, 1961 (Gr. 1-2)

FILMS

Adventures of Bunny Rabbit
11 min. b & w X-A-8

Autumn on the Farm
10 min. color X-A-103

The Big Wide Highway
11 min. b & w X-B-102

Bill Garman, Twelve-Year Old Business Man	11 min.	color	X-G-14
Billy and Nanny, the Goat Twins	11 min.	b & w	X-G-3
Day at the Fair	10 min.	b & w	X-D-12
Farm Animals	11 min.	b & w	X-A-9
Farmyard Babies	11 min.	b & w	X-F-118
Frisky, the Calf	10 min.	b & w	X-F-96
Patty Garman, Little Helper	11 min.	color	X-G-13
Pig Tales	12 min.	color	X-P-5
Plants Make Food	11 min.	color	X-P-137
Poultry on the Farm	11 min.	b & w	X-A-10
Shep, the Farm Dog	11 min.	b & w	X-D-5
Spring on the Farm	10 min.	color	X-S-58
Summer on the Farm	10 min.	color	X-S-59
A Teen-Age Farmhand	11 min.	color	X-F-37
Three Little Kittens	9 min.	b & w	X-A-13
To Market, to Market	11 min.	color	X-M-85
Uncle Jim's Dairy Farm	11 min.	color	X-U-7
The Wheat Farmer	13 min.	color	X-W-5
Winter on the Farm	11 min.	color	X-W-39

FILMSTRIPS

Country Community
(2100) color
Curriculum Filmstrips

Farm and City
(2080) color
"Life on a Small Farm'
"Life on a Large Ranch"
"Life in a Small Town"
"Life in a Large City"
Young America Films

Farm Fathers
(2102) color
"My Dad Is a Truck Farmer"
"My Dad Is a Fruit Farmer"
"My Dad Is a Wheat Farmer"
"My Dad Is a Dairy Farmer"
"My Dad Is a Cotton Farmer"
Long Filmslide Services

Wholesale Produce Market
(2166) color
Academy Films

POEMS

Time for Poetry
"The Barnyard" Maude Burnham p. 133
"The Cow" Robert Stevenson p. 145
"The New Baby Calf" Edith Newlin p. 148
"Who Likes the Rain" Clara Bates p. 371

KINDERGARTEN

AT SCHOOL AND AT HOME

I. Acquaintances

  A. My identification
  B. My interests
  C. My new friends

II. My school room

  A. Physical appearance
  B. Features and characteristics
  C. Room rules and regulations
  D. View of the kindergarten

III. My family

  A. Identification of my family
  B. Activities of my family
  C. Interests of my family
  D. Friends of my family

IV. My home

  A. Concept of a house
  B. Life in the home
  C. Care of the home
  D. Comparison with other homes

V. My wholesome use of leisure

  A. Concept of wholesome leisure
  B. Places for wholesome leisure
  C. Leisure in other parts of the world

VI. My responsibilities

  A. Concept of responsibility
  B. Opportunities for exercising responsibilities
  C. How others exercise responsibilities

VII. Friendship
  A. Concept of a friend
  B. Ways of being a friend
  C. Friends in other places

VIII. Friends in another city in our country-Los Angeles

  A. Comparison of Angelenos with Chicagoans
  B. Types of activity in Los Angeles
  C. Types of homes in Los Angeles
  D. Points of interest in Los Angeles

IX. People in Tokyo, a city in another country

  A. Comparison of people of Tokyo with ourselves
  B. Types of activities
  C. Ways of living
  D. Points of interest

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

A. The American flag
B. Enjoyment of the seasons
C. Holidays
D. Special observances
E. Current events

AN

FIRST GRADE

AT SCHOOL AND IN THE NEIGHBORHOOD

I. Our school

- A. Elements of a school
- B. Rules for right behavior

II. Friends at school

- A. Friends through work
- B. Friends through play
- C. Importance and joy of being friends

III. Good friends

- A. Elements of friendship
- B. Ways of being a friend

IV. Our school workers

- A. Workers in our school
- B. Workers for our school

V. Our families

- A. Elements of a family
- B. Work of our family
- C. Leisure activities of our family
- D. Rules for a happy family

VI. Our neighborhood

- A. Elements of a neighborhood
- B. Cooperation in our neighborhood

VII. Travel from place to place

- A. Elements of travel
- B. Means of travel
- C. Highlights of travel

VIII. Our farmer friends

- A. Elements of the farm
- B. Identification of the farmer
- C. Comparison of the farm community and our community

IX. Animals from all over the world

- A. Elements of the zoo
- B. Our zoo friends

X. People in another American city-San Juan

- A. Comparison of people of San Juan with Chicagoans
- B. Types of activity of people of San Juan
- C. Ways of living in San Juan
- D. Features of interest in San Juan

XI. People in a South American city

- A. Comparison of people of São Paulo with Chicagoans
- B. Types of activity in São Paulo
- C. Ways of living in São Paulo
- D. Features of interest in São Paulo

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Our flag and country
- B. Good times throughout the year
- C. Holidays
- D. Special observances
- E. Current events

OVERVIEW OF THE

SECOND GRADE

OUR COMMUNITY AND OTHER URBAN AREAS OF THE WORLD

I. Our community

- A. Elements of our community
- B. People and customs of our community

II. Utilities and services in our community

- A. Utilities for community use
- B. Public services

III. Food in our community

- A. Purchase of food
- B. Original sources of foods
- C. Types of foods

IV. Clothing in our community

- A. Purchase of clothing
- B. Sources of clothing
- C. Types of materials
- D. Manufacture of clothing
- E. Care of clothing

V. Homes in our community

- A. Kinds of dwellings
- B. Factors in house construction
- C. Maintenance of housing

VI. Schools in our community

- A. Overview of schools
- B. Other services of schools
- C. Conservation of school property
- D. Workers in our schools

VII. Recreation for our community

- A. Places for recreation
- B. Types of recreation
- C. Provision and maintenance

VIII. Effect of weather and climate on our way of living

- A. Elements of weather and climate
- B. Seasons of the year
- C. Effects of the seasons in various areas

IX. Transportation—past and present

- A. Elements of modern transportation
- B. Workers in transportation
- C. Types of early transportation
- D. Improvements in transportation
- E. Benefits of modern transportation

X. Communication—past and present

- A. Elements of communication
- B. Workers in communication
- C. Early communication
- D. Improvements in communication
- E. Benefits of modern communication

XI. Another United States urban area—Detroit

- A. Comparison of Detroiters and Chicagoans
- B. Types of activity in Detroit
- C. Ways of living in Detroit
- D. Features of interest in Detroit

XII. An urban area overseas—Rome, Italy

- A. Comparison of Romans with Chicagoans
- B. Types of activity in Rome
- C. Ways of living in Rome
- D. Features of interest in Rome

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Great American heroes
- B. Holidays
- C. Special observances
- D. Current events

FIFTH GRADE

CULTURAL PATTERNS IN THE WESTERN HEMISPHERE

I. The discovery of a new world

  A. The search for trade routes to the far East
  B. Discovery of new lands
  C. Exploration and settlement of the New World

II. The settlement of North America

  A. Reasons for coming to the new land
  B. Establishment of the thirteen colonies
  C. Ways of living in the early colonies
  D. Expanding society
  E. Colonial leaders

III. The building of a new nation

  A. The move toward independence
  B. Struggle for independence
  C. Beginnings of the new nation
  D. Great leaders

IV. The westward expansion of the nation

  A. The westward movement
  B. Life on the frontier
  C. United States today
  D. Great men of the times

V. Canada—our northern neighbor

  A. The land and the people
  B. Historical background
  C. Mode of life
  D. Form of government
  E. Present conditions and problems
  F. Famous Canadians

VI. Mexico--our southern neighbor

  A. The land and the people
  B. Historical background
  C. Mode of life
  D. Form of government
  E. Present conditions and problems
  F. Famous Mexicans

VII. The cultures of Central America, Panama, and the West Indies

  A. The land and the people
  B. Historical backgrounds
  C. Modes of life
  D. Forms of goverment
  E. Present problems and conditions

VIII. The cultures of South America

  A. The land and the people
  B. Historical backgrounds
  C. Modes of life
  D. Forms of government
  E. Present conditions and problems

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

  A. Holidays
  B. Special observances
  C. Current events

SIXTH GRADE

WORLD CULTURES

I. Cultural patterns in Sub-Saharan Africa: general introduction to the continent and regional studies

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their culture
  D. Present conditions in the region

II. Cultural patterns in North Africa and the Middle East (Algeria, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Morocco, Saudi Arabia, Spanish Sahara, Syria, Tunisia, Turkey, Yemen)

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the region

III. Cultural patterns in India and Southeastern Asia (Afghanistan, Bhutan, Burma, Cambodia, Ceylon, Federation of Malaya, India, Indonesia, Laos, Nepal, Pakistan, Philippines, Thailand, Vietnam)

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the regions

IV. Cultural patterns in Nationalist and People's China

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the region

V. Cultural patterns of Japan and North and South Korea

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the region

VI. Cultural patterns in Australia, New Zealand, and the islands of the South Pacific

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the region

VII. Cultural patterns of the Soviet Union

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions regions

VIII. Cultural patterns in Europe: general introduction and regional studies

  A. The land and the climate
  B. Historical backgrounds
  C. The people and their ways of living
  D. Present conditions in the region

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

A. Holidays
B. Special observances
C. Current events

SOCIAL STUDIES

THIRD GRADE

OUR CITY AND OTHER METROPOLITAN AREAS OF THE WORLD

I. Chicago—our great city

- A. Physical features
- B. Diversity of population
- C. Important advantages

II. Chicago—our busy city

- A. Supply of basic needs
- B. Provision for business and industry
- C. Provision for trade and transportation
- D. Provision for government service

III. Chicago—our famous city

- A. Center of attraction
- B. Center of education
- C. Center of architecture
- D. Center of beauty

IV. Chicago—our early story

- A. Indians of Chicagoland
- B. The first visitors
- C. The first settlers
- D. Highlights of growth from town to city
- E. The flag and the seal

V. Chicago—our own city

- A. Recognition of famous names in Chicago history
- B. Responsibility for cleanliness and beauty
- C. Conservation of the natural beauty of Chicago
- D. Duties of a good Chicagoan

VI. Chicago—our great metropolis

- A. Function of Chicago as "heart" of a metropolitan area
- B. Reasons for existence of the metropolitan area
- C. Problems of a metropolitan area

VII. New York—another American metropolitan area

- A. Outstanding features
- B. Function as city of the East coast
- C. Problems of the metropolitan area
- D. Comparison with other American metropolitan areas

VIII. London—a metropolitan area overseas

- A. Outstanding features
- B. Function as "heart" of many lands
- C. Problems of the metropolitan area
- D. Comparison with other areas around the world

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

PROGRAM

FOURTH GRADE

LIVING IN REGIONS OF THE UNITED STATES

I. Introduction to the United States

- A. Physical features
- B. Various methods of classifying regions

II. Illinois--our great state

- A. Description of the state
- B. Use and conservation of natural resources
- C. The people of the state

III. The Middle Western region (Minnesota, Wisconsin, Iowa, Illinois, Missouri, Michigan, Indiana, Ohio)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (the Ukraine, western France, northern Germany. central Argentina. Republic of South Africa)

IV. The Southern region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (India, China, Egypt, Brazil)

V. The Eastern region (Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (England, Benelux countries, Japan, Norway)

VI. The Plains region (Kansas, Nebraska, North Dakota, Oklahoma, South Dakota, Texas)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (Argentina, Uruguay, Saskatchewan, North China, Russia)

VII. The Western Mountain and Plateau region (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (Switzerland, Peru, Bolivia, Colombia, Ecuador, Ethiopia, New Zealand)

FOURTH GRADE (Continued)

VIII. The Pacific Coastal region (California, Oregon, Washington)

A. Description of the region
B. Use and conservation of natural resources
C. The people of the region
D. Related study of a similar region in another part of the world (Italy, Spain, Greece, New Zealand, Scandinavia, Chile, Coast of Africa)

IX. Regions of contrast--Alaska and Hawaii

A. Description of the regions
B. Use and conservation of natural resources
C. The people of the regions
D. Related study of outlying possessions (Panama Canal Zone, Puerto Rico, Virgin Islands, and Pacific islands)

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

A. Holidays
B. Special observances
C. Current events

SEVENTH GRADE

BACKGROUNDS AND BEGINNINGS OF THE UNITED STATES OF AMERICA

- I. Life in primitive times
  - A. Prehistoric times
  - B. Basic life patterns of primitive man
  - C. Improvement in the way of life
  - D. Contributions of primitive man
- II. Early civilizations
  - A. Civilization of the Nile: Egypt
  - B. Civilisations of the Fertile Crescent: Babylonian, (Mesopotamian) Phoenician, and Hebrew
  - C. Civilizations of the Orient: Indus and Yellow River valleys
- III. Greek civilization
  - A. Natural setting
  - B. Greek culture
  - C. Rise of city-states
  - D. Influence of the Greeks on the ancient world
  - E. Contributions of the Greeks to our civilization
- IV. Roman civilization
  - A. Natural setting
  - B. Roman culture
  - C. Rise of Rome
  - D. The decline of the Empire
  - E. Contributions of Rome to our civilization
- V. Barbarian, Byzantine, and Moslem cultures
  - A. Barbarian migrations
  - B. Byzantine culture
  - C. Moslem culture
- VI. Changes in ways of living
  - A. Life in the Middle Ages
  - B. Rise of nation-states
  - C. Renaissance
  - D. Reformation
- VII. Beginnings of a new nation in America
  - A. Settlement of a new land
  - B. Problems of colonial government
- VIII. The United States of America
  - A. Conflicting viewpoints between England and the colonies
  - B. Union to obtain freedom
  - C. Years of the Revolutionary War, 1775-1781
  - D. The Peace of 1783
- IX. Establishment of the American government
  - A. Efforts to unite the nation
  - B. New government at work
- X. The strengthening of the nation
  - A. Development of Western lands
  - B. Growth of democratic spirit
  - C. Changes in American life
- XI. Conflicting interests within the nation
  - A. Sectional differences
  - B. Attempts at compromise
  - C. The War of the Rebellion
  - D. Postwar problems

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

EIGHTH GRADE

LIVING TOGETHER IN THE UNITED STATES

I. Growth into a modern industrial nation

- A. The new industrial technology
- B. Effect of technology in our economy
- C. Immigration and modern America
- D. Rise of cities since 1860
- E. Influence of big business and organized labor
- F. Political conditions, 1868-1900

II. Attainment of world leadership

- A. Emergence of the United States as a world power
- B. World War I, 1914-1918
- C. Boom and Depression, 1919-1939
- D. Political conditions, 1900-1939

III. World War II: Result of world tensions

- A. The problems of peace
- B. A war in the making, 1918-1939
- C. World War II, 1939-1945
- D. Political conditions since 1939
- E. Years of uneasy peace since 1945

IV. The challenge of an interdependent world

- A. Need for world peace
- B. Promotion of peace through the United Nations
- C. America's responsibilities in the free world

V. Functions of national and state governments

- A. The Declaration of Independence
- B. The Constitution of the United States
- C. The constitution of Illinois
- D. The flag of the United States

VI. City and county governments

- A. Operation of city government
- B. Operation of county government
- C. Other local governmental units
- D. Improvement of living through local government

VII. Responsibilities of citizenship

- A. Civic responsibilities of young Americans
- B. Leadership and statesmanship in local, national, and world affairs

VIII. Developments in our city and plans for Chicago's future

- A. Focal point of the Middle West
- B. Historical development of our city
- C. Social and economic developments affecting our city
- D. Planning for Chicago's future

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

MUSIC

Music For Young Americans (Gr. K)

"Cows in the Pasture"	p. 60
"Little Bunny Rabbit"	p. 60
"Bees"	p. 72
"Old McDonald's Farm"	p. 124

Music For Early Childhood (Gr. K-1)

"The Little Cat"	p. 59
"Song and Dance of the Pigs"	p. 60

Music Round the Clock (Gr. 1)

"Baby Chicks"	p. 31
"Surprise"	p. 33

Music For Young Americans (Gr. 1)

"Two Geese"	p. 78-9
"Going to a Party"	p. 79
"Red Rooster"	p. 80
"Ducks in the Pond"	p. 80
"Walk, Old Mule"	p. 83
"Happy Happy Toad"	p. 85
"Freddy the Frog"	p. 86

I Like The Country (Gr. 1)

"Feeding Time"	p. 9
"I Want To Be A Farmer"	p. 10
"Leading The Cows"	p. 18
"Hayride"	p. 24

Music Round The Town (Gr. 2)

"Barnyard Song"	p. 21
"Driving the Tractor"	p. 23
"Gretel, Pastetel"	p. 26
"Little Bo-Peep"	p. 27
"Over in the Meadow"	p.104

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Wilder, Laura J.
Farmer Boy
Harper & Row, 1953 (Gr. 4-6)

Blough, Glenn O.
Elementary School Science
Dryden, 1958 (revised)

GRADE I

UNIT IX

ANIMALS FROM ALL OVER THE WORLD

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: There are many different kinds of animals inhabiting the different parts of the earth. Wild animals are animals that have not been tamed by man to work for him, provide food, or act as his companions. The large land masses on the earth are called continents. Not all animals are native to all continents. Chicago, Illinois is on the continent of North America. Many large cities have zoos where wild animals are kept that people may see and study them. Special types of transportation and facilities have to be used to bring wild animals from their native habitats to the zoo. The zoo has to provide food and climate suitable to the wild animals to keep them alive in captivity.	A. Elements of the zoo Definition Inhabitants Appearance Natural habitat Characteristics B. Our zoo friends Comparison with other wild animals Contrast with tame animals

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of the Zoo

Listen as the teacher explains a simple definition of the term "zoo." Example: "A zoo is a place where wild animals are kept. Usually they are housed in cages."

With the teacher's help dictate an experience at-the-zoo story. Make a copy on his own paper. Write this story centering around the zoo. A sample story follows:

The zoo is big.
Wild animals are in the zoo.
The zoo is noisy.
I had fun at the zoo.

Help the teacher arrange these stories on the bulletin board, and add pictures of animals that he would like to see at the zoo.

Make up a poem about the zoo just for fun.

Listen to the teacher read the poems: "Excuse Us, Animals in the Zoo" by Annette Wynne, "The Elephant's Trunk" by Alice Wilkins, "The Monkeys" by Edith Osborn Thompson, and become acquainted with the kinds of animals that are found in the zoo.

Sing songs about animals and become aware that each species of animal looks and acts differently from all others and that not all animals in a species are exactly the same. Note for example that not all dogs know the same tricks or like the same foods.

Listen to the teacher read several books and observe the types of animals who live in the zoo. Make a list of all the animals who live at the zoo and the foods they eat. Help the teacher make a wall picture dictionary of these animals. Draw or cut out pictures to correspond with the names of the animals.

Listen as the teacher explains reasons for having cages or other devices to separate individual animal houses at the zoo. Try to understand the words tamed and trained.

Use these words in an experience story, such as "A wild animal is not tame. A wild animal has not been trained. Wild animals live in the zoo. Some animals can never be tamed."

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe readiness, the pupil should:

become familiar with the use of a map to indicate the layout of the zoo

become familiar with the general location of various continents from which zoo animals have been gathered

become familiar with such terms as jungle, desert, tropical, arctic.

In developing reading skills, the pupil should:

acquire new words in speaking and reading vocabulary

associate animal names with animal pictures

participate in making experience charts and picture dictionaries.

In developing social skills, the pupil should:

practice cooperation in group excursions

follow proper procedures with a group on tour

stay with and watch out for his tour partner.

Decide upon the wild animals he would like to learn about. Help the teacher make a list of these animals to be kept on the chalkboard.

Study one animal each day. Listen as the teacher explains about the animal's living habits and diet in its natural habitat.

Tell about the appearance of this animal and two or three of its characteristics. Write a story to be kept by the teacher and later assembled into book form.

View films about zoo animals, such as "A Boy of India: Rama and His Elephant," and "Ali and His Baby Camel." Learn about different characteristics and remember facts about appearance.

Write stories from this information, as shown in the example.

> An elephant is big.
> An elephant has a trunk.
> His trunk is long.
> An elephant comes from Africa.

Draw a picture to be stapled or pasted on a large piece of construction paper along with the story. The picture is an illustration of the story and vice versa. Keep these picture stories in a safe place and make into a booklet to be taken home and shared.

Plan and take a field trip to a zoo. Observe the differences in size, appearance, habits, and characteristics of the animals. Talk to the cage-keepers and ask questions about eating and sleeping habits.

Write experience stories about the trip to the zoo. Emphasize the interesting things the class did and saw.

Make a wild animal mural with other members of the class. Work on a small segment of the mural. Include the bird house, reptile house, lion house, seal island, monkey island.

Make interesting animals from clay or papier-mâché. Exhibit these models in the classroom or other appropriate places and write the name under each figure.

Play the game "Guess, Guess 'Til I Say Yes" using animals described thus: "I am very big. I have a long neck. I eat my food from the tops of trees. I can run fast. Who am I?"

Dramatize stories of animals and have fun talking and acting like a zoo animal.

Make large animals from paper bags or boxes. Use a variety of bag and box sizes for legs, body, head, and neck. Stuff the inside of the bags with tissue or crumpled newspaper. Hold together with masking tape and paint each animal the color or colors that characterize it.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Attitudes and Appreciations

The pupil should:

develop a sense of responsibility for treating all animals humanely

appreciate the importance of personal liberty of movement in human society

develop proper attitudes toward the use and enjoyment of public recreational areas.

Observe as the teacher lists on the board the various regions of our world, according to climate, and explain that different animals live in different types of climate.

cold regions—Alaska Iceland Greenland

animals—moose polar bear walrus seal sled dog reindeer

They like to swim and slip and slide in icy water.
Their feet or paws are made for walking on ice and in snow.
Their skin or fur is heavy and a good protection.

B. Our Zoo Friends

Discuss the differences between pets and wild animals. List the characteristics of pets. Discuss the reasons for not wanting zoo animals as pets.

Discuss the difference between zoo animals and circus animals. Use the words tame and train intelligently in group stories.

Discuss the basic needs of all animals for food, protection, and self-preservation.

Write a story "If I Were An Animal" and tell everything about the selected animal relative to appearance, needs, traits, and habits. Read the story orally to the class.

Listen as the teacher reads If I Ran the Zoo by Dr. Seuss, and tell if you would want to be a member of his zoo.

Help the teacher list tame animals and wild animals and write one class story about the differences between them, as shown in samples below.

Tame Animals	Wild Animals
cat dog rabbit horse	tiger giraffe lion leopard monkey
Tame animals are fun to play with. Tame animals are fun to care for. Tame animals can be trained. They live in the house or barn. They are good to love.	Wild animals are fun to read about. Wild animals are fun to think of. Some wild animals can be trained. Some cannot be trained. They live at the zoo or in jungles or in cold places. They are good to see at the zoo.

Pantomime animals seen at the zoo. Take turns guessing what they are.

Play games with pictures and words. Try to match the animal name with the picture on the flannel board, or match the colors of the animal with its name, or match the one or two outstanding characteristics of each animal with its name.

Help the teacher arrange a bulletin board about zoo animals. Collect magazines and newspaper pictures. Help the teacher write the sentences of explanation under each picture.

Draw and cut out pictures of zoo animals and ask the teacher to pin them on a chart or an appropriate place.

Make a picture of a favorite animal; act out characteristics of the animal. Manuscript his name on it and tape it to the side or top of his desk.

Observe as the teacher presents a large wall map of the world. Listen as she points to and emphasizes the countries from which such animals as lions, camels, giraffes, elephants come. Pinpoint these countries by placing a cutout figure of the representative animal that comes from each individual location on the designated spot or country.

Construct a bulletin board emphasizing that animals come from all parts of the world; from cold, hot, and moderate regions as follows:

Animals Come from Many Regions

Cold	Hot	Moderate
polar bear	camel	fox
seal	lion	deer
walrus	elephant	wolf
penguin	giraffe	rabbit
	tiger	

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Home and School
(Benefic) pp. 102-108

Durell, et al.
Basic Social Studies
Discussion Pictures
(Row Peterson)

Hanna, et al.
At Home (primer)
(Scott Foresman)

Hanna, et al.
At School (primer)
(Scott Foresman)

Hanna, et al.
In the Neighborhood (Grade 2)
(Scott Foresman)

McIntire and Hill
Billy's Friends (Grade 1)
(Follett) pp. 127-130

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Home and Our School
(Grade 1)
(American) pp. 100-119

Heffernan and Anderson
Days' River Farm (Grade 2)
(Wagner) pp. 1-74

Hugley and McGuigan
Around the Home (Grade 2)
(Rand McNally)

Hunnicut and Grambs
I Play (primer)
(Singer)

Hunnicut and Grambs
I Live with Others (Grade 1)
(Singer)

Hunnicut and Grambs
I Have Friends (Grade 2)
(Singer)

Noon, Elizabeth
Everyday Pictures
(Owen)

Thomas, et al.
Stories about Linda and Lee
(Grade 1)
(Ginn)

LIBRARY BOOKS

Allen, Gertrude
Everyday Animals
Houghton, 1961
(Gr. 2-4)

Bailey, Carolyn
Little Rabbit Who Wanted Red Wings
Platt, 1945 (Gr. 2)

Bright, Robert
Friendly Bear
Doubleday, 1957 (Gr. K-2)

Cameron, Polly
Cat Who Thought He Was a Tiger
Coward, 1956 (Gr. K-2)

Coatsworth, Elizabeth
You Say You Saw a Camel?
Row, 1958 (Gr. 3-5)

Cole, William Edward
I Went to the Animal Fair
Whitman, 1958 (Gr. K-4)

Cretien, Paul
Sir Henry and the Dragon
Follett, 1958 (Gr. 2-4)

Dolch, Edward
Once There Was a Monkey
Garrard, 1962 (Gr. 1)

Dolch, Edward
Once There Was a Rabbit
Garrard, 1961 (Gr. 1)

Fatio, Louise
Happy Lion
McGraw, 1959 (Gr. K-2)

Fatio, Louise
Happy Lion's Guest
McGraw, 1961 (Gr. K-2)

Fatio, Louise
Happy Lion Roars
McGraw, 1957 (Gr. K-2)

Fatio, Louise
Three Happy Lions
McGraw, 1959 (Gr. K-2)

Gay, Zhenya
Look I
Hale, 1952 (Gr. K-2)

Green, Mary
Everybody Has a House
Scott, 1961 (Gr. K-2)

Haupt, Istar L.
Story of Stick-a-Nose-In
Little Brown, 1961 (Gr. 2-4)

Hoff, Sydney
Albert the Albatross
Harper, 1961 (Gr. 1)

Hoff, Sydney
Danny and the Dinosaur
Harper, 1958 (Gr. 1-2)

Hoff, Sydney
Sammy the Seal
Harper, 1959 (Gr. 1-2)

Hogan, Ivez
Cubby Bear and the Book
Dutton, 1961 (Gr. 2-3)

Hogan Ivez
Littlest Bear
Dutton, 1959 (Gr. K-2)

Johnson, Margaret S.
Kelpie, a Shetland Pony
Morrow, 1962 (Gr. 3-4)

King, Patricia
Mabel the Whale
Follett, 1958 (Gr. 2)

Kirn, Ann
Leopard on a String
Whitman, 1959 (Gr. K-2,

Lindop,Edmund
Jumbo, King of Elephants
Little Brown, 1960 (Gr. 3-4)

Longstreth, Joseph
Tiger, Tizzy
Abelard, 1954 (Gr. K-2)

Lopsluri, Robert
Put Me in the Zoo
Random House, 1960 (Gr. 1-2)

Lubell, Cecil and Winifred
Tall Grass Zoo
Rand McNally, 1960 (Gr. 3-5)

McCall, Edith
Buttons at the Zoo
Benefic, 1954 (Gr. 1)

Meeks, Esther
Something New at the Zoo
Follett, 1957 (Gr. 1-2)

Merrill, Genetha
Jacky Squirrel's New Pants
Lantern, 1961 (Gr. K-2)

Moore, Lillian
Bear Trouble
McGraw, 1960 (Gr. 2-3)

Nash, Ogden
Custard the Dragon
Little Brown, 1959 (Gr. K-4)

Newberry, Clare
Herbert the Lion
Harper, 1956 (Gr. 1-3)

Olds, Helen D.
Miss Hattie and the Monkey
Follett, 1958 (Gr. 2-3)

Palazzo, Tony
Noah's Ark
Doubleday, 1955 (Gr. K-4)

Palmer, Helen
I Was Kissed by a Seal at the Zoo
Random House, 1962 (Gr. 2-3)

Payne, Emmy
Katy No-Pocket
Hale, 1944 (Gr. 3-4)

Rojankousky, Feodor
Great Big Animal Book
Golden Press, 1950 (Gr. K-2)

Schlein, Miriam
Deer in the Snow
Abelard, 1956 (Gr. K-2)

Schlein, Miriam
Heary Is a Hippopotamus
Hale, 1954 (Gr. 2-4)

Seuss, Dr.
If I Ran the Zoo
Hale, 1950 (Gr. K-4)

Seuss, Dr.
Thidwick, the Big-Hearted Moose
Hale, 1948 (Gr. K-4)

Sheldon, William D.
Jr. Science Book of Elephants
Garrard, 1961 (Gr. 3-5)

Snyder, Dick
One Day at the Zoo
Scribner's, 1960 (Gr. K-2)

Stewart, Bertie Ann
Turtles
Golden, 1962 (Gr. 2-3)

Tensen, Ruth N.
Come to the Zoo
Reilly, 1948 (Gr. 1)

Thayer, Jane (pseud.)
Little Monkey
Morrow, 1959 (Gr. K-2)

Thayer, Jane (pseud.)
Second-Story Giraffe
Morrow, 1959 (Gr. K-2)

Trez, Denise
Circus in the Jungle
Whitman, 1958 (Gr. K-2)

Villarejo, Mary
Tiger Hunt
Knopf, 1959 (Gr. K-2)

Williams, Garth
Big Golden Animal ABC
Golden Press, 1957 (Gr. K-2)

Williams, Garth
Rabbits' Wedding
Harper, 1958 (Gr. K-2)

Wood, Katharine
Friendly Tiger
McKay, 1952 (Gr. 3-4)

Ylla, (pseud.)
Animal Babies
Harper, 1959 (Gr. K-2)

Ylla, (pseud.)
Look Who's Talking
Harper, 1962 (Gr. K-2)

Ylla, (pseud.)
Polar Bear Brothers
Harper, 1960 (Gr. K-2)

FILMS

Ali and His Baby Camel
11 min. color X-A-190

Animals in Modern Life
11 min. b & w X-A-7

Animals Move in Many Ways
11 min. b & w X-A-214

Animals of the Indian Jungle
11 min. color X-A-223

Animals of the Zoo
11 min. b & w X-A-50

Bear Country
15 min. b & w X-B-133

Big Animals of Africa
11 min. color X-B-126

Big Land Animals of North America
11 min. color X-B-127

A Boy of India: Rama and His Elephant
10 min. b & w X-B-103

Care of Pets
11 min. b & w X-P-6

East Africa
(wild animals
22 min. color X-E-53

Elephant Baby
11 min. color X-E-75

Elephants
11 min. b & w X-E-4

El Jardin Zoologico
11 min. color (Spanish) X-J-31

Flipper, the Seal
11 min. b & w X-F-119

Giants of the North
(grizzlies)
15 min. b & w X-T-14

How Animals Move
10 min. b & w X-H-27

Kangaroos
10 min. b & w X-K-6

Live Teddy Bears
11 min. b & w X-L-19

The Racoon's Picnic
6 min. color X-R-43

Reptiles Are Interesting
10 min. color X-R-47

Spotty: Story of a Faun
10 min. color X-S-103

Teddy Bears at Play
5 min. b & w X-B-15

POETRY

Time For Poetry
"Excuse Us, Animals in the Zoo"
by Annette Wynne p. 155
"The Elephant's Trunk"
by Alice Wilkins p. 155
"The Monkeys"
by Edith Thompson p. 157

MUSIC

Music For Young Americans (Gr. K)
"Hoppy, the Kangaroo" p. 59
"Panda" p. 61
"The Elephant" p. 62
"Clumpity Clump" p. 62
"Just Like This" p. 63
"The Camel" p. 67
"Baby Alligator" p. 75
"Squeaker at the Zoo" p. 129-35

Music For Young Americans (Gr. 1)
"A-B-C Tiger" p. 6
"Monkey See, Monkey Do" p. 60
"The Camel: p. 93
"The Kangaroo" p. 94
"A Roar and a Growl" p. 94

Music For Young Americans (Gr. 2)
"Lazy Brown Bear" p. 128-9

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Ackerman, Eugene
Tonk and Tonka
Dutton, 1962 (Gr. 4-6

Bridges, William
Ookie, the Walrus Who Likes People
Mann, 1962 (Gr. 4-6)

Bridges, William
Zoo Doctor
Morrow, 1957 (Gr. 5-7)

Eisenberg, Phillip
Won Kim's Ox
Follett, 1956 (Gr. 4-6)

Green, Ivan
Woody, The Little Wood Duck
Abelard-Schuman, 1955 (Gr. 4-6)

Lathrop, Dorothy
Animals of the Bible
Lippincott, 1937 (Gr. 4-6)

Perkins, Marlin
Zoo Parade
Rand McNally, 1954 (Gr. 4-6)

Pitts, Forrest
Japan
Fideler, 1962 (Gr. 4-6)

Selsam, Millicent
Exploring the Animal Kingdom
Doubleday, 1957 (Gr. 6-8)

Sootin, Laura
Let's Go to a Zoo
Putnam, 1959 (Gr. 4-6)

GRADE I

UNIT X

PEOPLE IN ANOTHER AMERICAN CITY-SAN JUAN

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information mecessary to an understanding of the unit.

Understandings

The pupil should understand that:

Not all American cities are located on the continent of North America.

People who live in other cities of our country are Americans and are friendly and are like us.

There are many differences and many similarities among American people in characteristics, appearances, habits, and interests.

Education is important to all people in a democracy.

Knowing and understanding people who live in far away places helps us to become friends.

All people have a need for shelter, food, and clothing, and meet these needs differently, according to natural environment and custom.

People express their feelings, ideas, and beliefs in various ways.

CONTENT

A. Comparison of people of San Juan with Chicagoans

Americans all
Our Friends
Children and adults
Similarities

B. Types of activity of people of San Juan

Work
Leisure
Education

C. Ways of living in San Juan

Shelter
Food
Clothing
Traditions

D. Features of interest in San Juan

Location
Climate
Beauty
Places of interest
Resources

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of the People of San Juan with Chicagoans

Discuss what a good American is. Give examples of good Americans that are familiar to all.

Write a composition and illustrate a story about how he is a good American, as in the following example:

I am a good American.
I love my country.
I help my country.
I obey laws and regulations.
I try to be a good citizen.

Listen as the teacher reads stories about children and grown-ups from other parts of the United States. Discuss how these people can be "friendly" even though they live far away.

Participate in a discussion concerning how we can demonstrate our friendliness toward other Americans.

Write a composition about the ways we can make friends. Illustrate compositions, for example:

Having a friend is fun.
Being a friend is more fun.
Friendly people are everywhere.
Friendly people are fun to know.
Do you have a friend?
I have many friends.

See my friends.
I try to help my friends.
My friends help me.
Some friends live very close.
Some friends live far away.
Can you name my friends?

Write a letter to someone in another city or write a group letter to a classmate who has moved away from Chicago.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
People are proud of their country and what it means to them.	
All people have a need for beauty.	
All American cities are both alike and different in many ways.	
Cities contribute in many ways to the greatness of America.	
The location and climate of a city affect the way its people live.	
The earth is a huge ball represented by the globe.	
The surface of the land varies.	
There is more water than land on the earth.	
The North Pole is the point farthest north; the South Pole is the point farthest south.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map and globe skills, the pupil should:	
learn basic concepts for map usage	
identifies land and water areas on map and globe	
learn directional words, such as - up, down, left, right	
learn to distinguish the continents	

Listen and observe as the teacher locates the ciy of San Juan and the island of Puerto Rico on the map and on the globe. Observe as she explains that the blue area is the ocean which surrounds the island of Puerto Rico.

Invite a resource person, such as an upper grade child, a parent, teacher, principal, or visitor who has lived in or visited San Juan, to share with the class his or her experiences and impressions of San Juan.

Write a letter to a class in an elementary school in San Juan asking about the city and explaining what he and his classmates want to find out about San Juan, for example:

> We are learning about American people everywhere.
> We would like to know about your city.
> Please send us pictures and stories about your city.
> We will send you pictures of our cities, if you wish.
> We would like to make friends in San Juan.
> We are good Americans, too.
> Thank you for helping us.

View films and filmstrips or snapshots of the people and places of San Juan and note points of similarity and difference between San Juan and Chicago . Note physical features of the city and listen as the teacher tells about the background of San Juan.

Listen to, discuss, and enlarge upon some of the interesting facts the teacher or guest gives about San Juan, such as:

> San Juan is a big city.
> San Juan is a very, very old city.
> It is a beautiful city.
> It is an important seaport for ocean ships.
> There are modern stores, busy factories, and
> large office buildings in San Juan.
> It is the city where the laws for Puerto Rico are made.
> The people of San Juan speak Spanish, but study English
> in school.
> Puerto Rico means "rich port" in Spanish.

Draw and paint pictures of children of San Juan at school, at home, at play, or moving about their city. Dress the children as they would be dressed in their climate. Show buildings of San Juan in the pictures, homes, churches, schools, offices, and others.

Help the teacher plan and make a cut-out silhouette of the cities of Chicago and San Juan to place above the chalkboard or bulletin board to point up similarities and differences in the skylines of both cities.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
use globe to learn about the shape of the earth	
see a simple symbol for mountains drawn on a map or globe	
see a simple symbol for a city placed on a map or globe	
locate the place where he lives on both map and globe and the city being studied.	
In developing reading skills, the pupil should:	
acquire a longer and sight vocabulary	
interpret the story in a picture	
read to find answers to specific questions	
observe and read the caption to filmstrips for answers to specific questions	
become familiar with supplementary reading and picture books	
reads own compositions	
increases speaking vocabulary	
participate in making experience charts, picture dictionaries.	
In developing social skills, the pupil should:	
continue to build habits of courtesy, cooperation	
participate and share in group and individual activity	
organize work and play materials	

B. Types of Activity of People of San Juan

Write a story about the people of San Juan and how they work and play, for example:

Everyone needs to work.
Grown-ups work.
Boys and girls work.
There are many kinds of work.
Some people like doing work that others do not like.
Everyone can find something he likes to do.

Everyone likes to play.
Boys and girls play.
Grown-ups play, too.
There are many ways to play.
Play is fun for all.

See how children work and play.
See how grown-ups work and play.
People of San Juan work.
People of San Juan play.

Help the teacher write a letter to the travel bureaus of the airlines asking for travel information about San Juan and places to see there. Ask for posters and pictures.

Plan and make with the teacher a bulletin board about the people of San Juan, their various activities and places of interest in the city from pictures and information gathered. Write captions under each picture and title for the bulletin board: "Our Acquaintances in San Juan" or "Is This Chicago or San Juan?".

Use the map or globe showing land an water surfaces to write a composition explaining the methods of transportation he would use to get to San Juan from Chicago by airplane or ship and train.

Observe as the teacher locates both Chicago and San Juan on the map or globe and extends yarn between the two points or sets an American flag on both. Note that San Juan is south of Chicago. Note the design and colors of the flag of Puerto Rico.

Help the teacher draw a simple map showing the United States and Puerto Rico. Color the water area blue. Draw ships and airplanes to be cut out and placed on this map to show travel routes and means.

Draw and cut out pictures of buildings, schools, stores, people, and activities that are representative of Chicago and San Juan respectively. Place the Chicago pictures at the one side and those of San Juan to the "south and east" of Chicago. Indicate the ocean between the two cities.

Listen as the teacher talks about the types of occupations that are found among workers living in San Juan, noting those which he is not as likely to find in his own community. Discuss reasons for different types of work there.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
become more self-reliant	
gain self-confidence	
share ideas and experiences.	
Attitudes and Appreciations	
The pupil should:	
become aware of the vastness of the United States	
recognize the importance of learning about others	
understand that an appreciation of new lands, people, and customs is based upon knowledge and understanding	
become aware of the interdependence of cities	
understand the general concept of the relationship between people who live in cities and their dependence upon one another for the necessities of life	
realize the importance of both work and play as a part of the learned pattern that structures everyday living	
recognize and respect the need for pride and loyalty	
realize that individual differences in appearance, habits, and custom do not hinder an understanding and acceptance of the individual and his country.	

Help the teacher make a chart listing the types of occupations found in San Juan. Illustrate this chart and hang it on the wall.

View films and filmstrips which show how the people of San Juan work and play. Ask children in the class or upper grades who have been in Puerto Rico to describe some of the recreation and celebrations of Puerto Rico. Discuss similarities between Chicago and San Juan. Compare buildings, parks, homes, schools, and the people.

Listen as the teacher reads from Schools around the World by Patsy Scarry and observe the pictures from pages 77 to 91 to get an idea of how schools and clothing look in lands to the south of the United States.

Observe the pictures and listen as the teacher reads from Work around the World by Kathryn Jackson. Note the way bananas grow and are loaded upon ships for transport to other lands. Try to understand the words mainland, island, hold, plantation.

C. Ways of Living in San Juan

Ask neighbors or upper grade children who have lived in San Juan or surrounding areas of Puerto Rico to "talk" to the class. Ask questions pertaining to types of shelter, food, clothing, language and traditions.

Listen as the teacher explains that people live in different kinds of homes or shelter. View pictures in the book Homes around the World by Kathryn Jackson. Discover the various types of buildings in which people of San Juan live. Discuss reasons why some are built much more open to the weather than those of Chicago.

Note types of buildings found both in San Juan and Chicago. Look for signs, advertisements or traffic signals that might be alike or similar.

Construct replicas of houses in San Juan, including modern as well as old buildings, and exhibit them. Construct a neighborhood scene in San Juan with houses, people, palm trees, with mountains and ocean in the distance.

Help the teacher make a simple map of San Juan showing the older section of the town on the island and the newer residential section on the mainland of Puerto Rico. Compare with a simple map of Chicago showing Lake Michigan and the branches of the Chicago River.

Discuss with the teacher the similarities in living in Chicago and San Juan. Point out how climate affects activities, shelter, and clothing in each place.

List the products produced in San Juan. Include in the list sugar, tobacco, coffee and fruits. Bring to class sugar cubes and make models of the other products for an exhibit titled "Products of San Juan."

Draw up a list of things he eats in which sugar from Puerto Rico may be used.

Discuss the importance of sugar in his diet. Help the teacher list foods that use sugar. Discuss the way in which sugar is brought into the country. Learn the terms import and export.

Prepare a simple picture display showing life in Puerto Rico where the average highest temperature is 87 degrees and the average lowest temperature is 67 degrees. Illustrate the ways in which his clothing and activities throughout the year are influenced by our four seasons and how those of the children of San Juan are affected by their mild, relatively unchanging climate.

Become acquainted with the things for which San Juan is noted such as straw hats, baskets, and floor mattings. Make three-dimensional objects representing these and add to the exhibit of products of San Juan.

Help the teacher plan and construct a bulletin board on which are compared the ways in which the people of San Juan and those of Chicago work. Illustrate the bulletin board with sentences and drawings or pictures that have been made or brought in, for example:

How Friends Help Each Other

Some people in San Juan are:	Some people in Chicago sell:
basket weavers	their baskets and mats
fishermen	their fish
fruit exporters	their fruits and vegetables
factory workers	their sugar, rice, hats, tobacco

Listen as the teacher explains the types of recreation enjoyed by children and adults in Puerto Rico. Compare their sports and games with those enjoyed in Chicago. Draw pictures of children in San Juan and in Chicago enjoying themselves.

Listen to records of folk songs or dances of Puerto Rico. Note and imitate the rhythms and create original songs or dances.

Learn a Spanish dance. Construct simple costumes or headgear such as is worn in Puerto Rico and demonstrate the dance for the class or an assembly.

Help the teacher make a chart of foods eaten in Puerto Rico. Include rice with chicken (arroz con pollo), rice with beans (arroz con abichuelas), barbecurd pork (penin), rice and bread puddings, tropical fruits (avocados, oranges, lemons, bananas, coconuts, and pineapples), sugar and coffee. Bring to class pictures, or if possible, samples of these foods or dishes.

Plan a class party at which typical foods eaten in San Juan are served. Invite parents to cooperate in preparing these dishes and to attend the party.

View a picture of the flag of Puerto Rico and make a large copy out of fire-proofed paper for class display and discussion.

D. Features of Interest in San Juan

Write a composition telling the many things he could do if he lived on an island, such as swim, boat, fish, deep-sea dive.

Listen as the teacher tells about the climate in San Juan. Note the new words, such as earthquake, hurricane, irrigation.

Discuss the reasons why most of the workers in San Juan are dependent upon industries connected with agricultural production. Discuss the warm weather and the effect this has on farming.

View films and filmstrips to see the many natural places of beauty. Observe forests, agricultural plantations, lakes, mountains, and city buildings.

Listen as the teacher discusses the things we get from San Juan, such as sugar, coffee, tobacco, oranges, grapefruit, pineapples, molasses, needlework, baskets, and woven goods. Display some of the products mentioned.

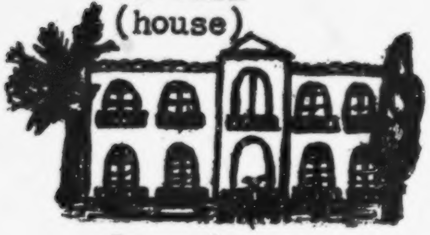
Set up a table displaying the things or exports that we receive from San Juan. Label each item.

View the film "Visitaremos a Puerto Rico" and note the landscape and way of living depicted. Compare them with ways of living in his own neighborhood in Chicago. Listen to the Spanish narration to become familiar with the sound of the foreign language.

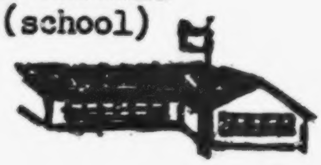
Learn some Spanish words used in daily living in Puerto Rico. Draw pictures of the object named and label it in Spanish.

Include such pictures as.

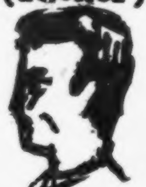
la casa
(house)



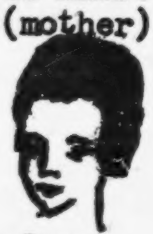
la escuela
(school)



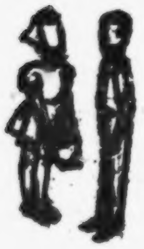
el padre
(father)



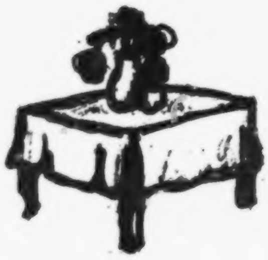
la madre
(mother)



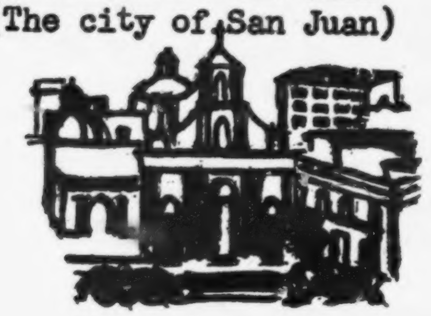
los ninos



la mesa



la ciudad De San Juan
(The city of San Juan)



Suggestions For the Teacher

The selection of San Juan as a first grade unit of study is based on the supposition that the six and seven year old child is capable of and interested in extending his interests beyond his immediate environment and into other spheres of knowledge and enjoyment.

Background material for the unit, "Meeting People in Other Places" - Puerto Rico.

Puerto Rico means "rich port."

It is bounded on the north and east by the Atlantic Ocean, on the south by the Caribbean Sea, on the west by the Mona Passage - a sea channel separating it from the island of Hispaniola.

Puerto Rico is the smallest of the Greater Antilles, which include the islands of the West Indies.

Puerto Rico is one thousand miles southeast of Florida in the Caribbean Sea.

Inhabitants. Puerto Ricans are American citizens but do not vote in national elections. They are of Spanish descent; gay, witty, hospitable. They enjoy lively gatherings. Puerto Ricans are dark complexioned, have brown hair and brown eyes.

Recreation. Puerto Ricans enjoy and participate in baseball, boxing matches, horse racing, basketball, sailing, fishing, tennis, and golf.

Food. Their most popular foods include rice and beans, rice and chicken, crabmeat cooked in the shell, stewed kid, and barbecued pig.

Imports and exports. Chief imports are food, machinery, cotton, shoes, fertilizers. Chief exports are sugar, textiles, tobacco, rum, fruit. They trade with the United States and Great Britain.

Agriculture. Sugar cane is the foundation of the island's economy and trade. Tobacco, fruit, coffee are important.

Climate. Temperature averages 70 degrees. Frost and snow are unknown and it has brief but heavy rainfalls every day. The hurricane season is July through October.

Natural resources. The best resource is its soil. Three thousand kinds of plants grow in Puerto Rico; coconut palms along the coast, also hibiscus, creton, poinsetta bushes. There are few minerals and no wild life.

Miscellaneous. Puerto Rico has twelve sea ports. It was discovered by Christopher Columbus in 1493. It is known for woven straw hats, baskets, mattings, houses with thatched roofs.

Puerto Rico is mountainous; the mountains are not high but impressive because of deep sides, jagged peaks, and deep gorges. There is little level land with the exception of coastal plains and in some small inland valleys.

Puerto Rico is a self-governing democracy under the protection of the United States. The capital is San Juan.

Puerto Rican history includes Indian revolts, pirate raids, slave ships, sieges, and sunken treasure.

Spanish is spoken in the public schools, but the study of English is required.

RESOURCE MATERIALS

LIBRARY

Estep, Eleanor
Good Times With Maps
Melmont, 1962 (Gr. 3-5)

Fern, Eugene
Pepito's Story
Farrar, Straus, and Cudahy,
1960 (Gr. K-2)

FILMS

The Fisherman's Boy
10 min. b & w X-F-131

How We Know The Earth's
Shape
10 min. b & w X-H-115

Screen News Digest,
January, 1962
20 min. b & w X-S-266
(JFK visits Puerto Rico)

***Visitemos a Puerto Rico
17 min. color X-V-31
(Spanish)

El Jardin Zoologico
11 min. color X-J-31
(Spanish)

FILMSTRIPS

Earth, Home of Man
(2194) color
"This Earth of Ours"
"Weather and Climate"
"Islands"
"Coastal Lands"
"Mountains"
"The Surface of the Land"
"Uplands and Plateaus"
Eye Gate House

Maps and How to
Use Them
(2222) color
"What a Map Is"
"Elements of a Map"
"The Globe"
"Using the Globe"
"Flag Maps of a
Round Globe"
"Eye Gate House

Your Home in the
Americas
(2230) color
"Using Maps and Globes"
"Where People Live and Work"
S.V.E.

Alaska, Hawaiian
Islands and Puerto Rico
(2288) color
"Puerto Rico Historical
and Geographic Background"
"Puerto Rico, the People
and Industries"
"Puerto Rico, the Chief
Cities"
Eye Gate House

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Baker, Nina
Juan Ponce de Leon
Knopf, 1957 (Gr. 5-7)

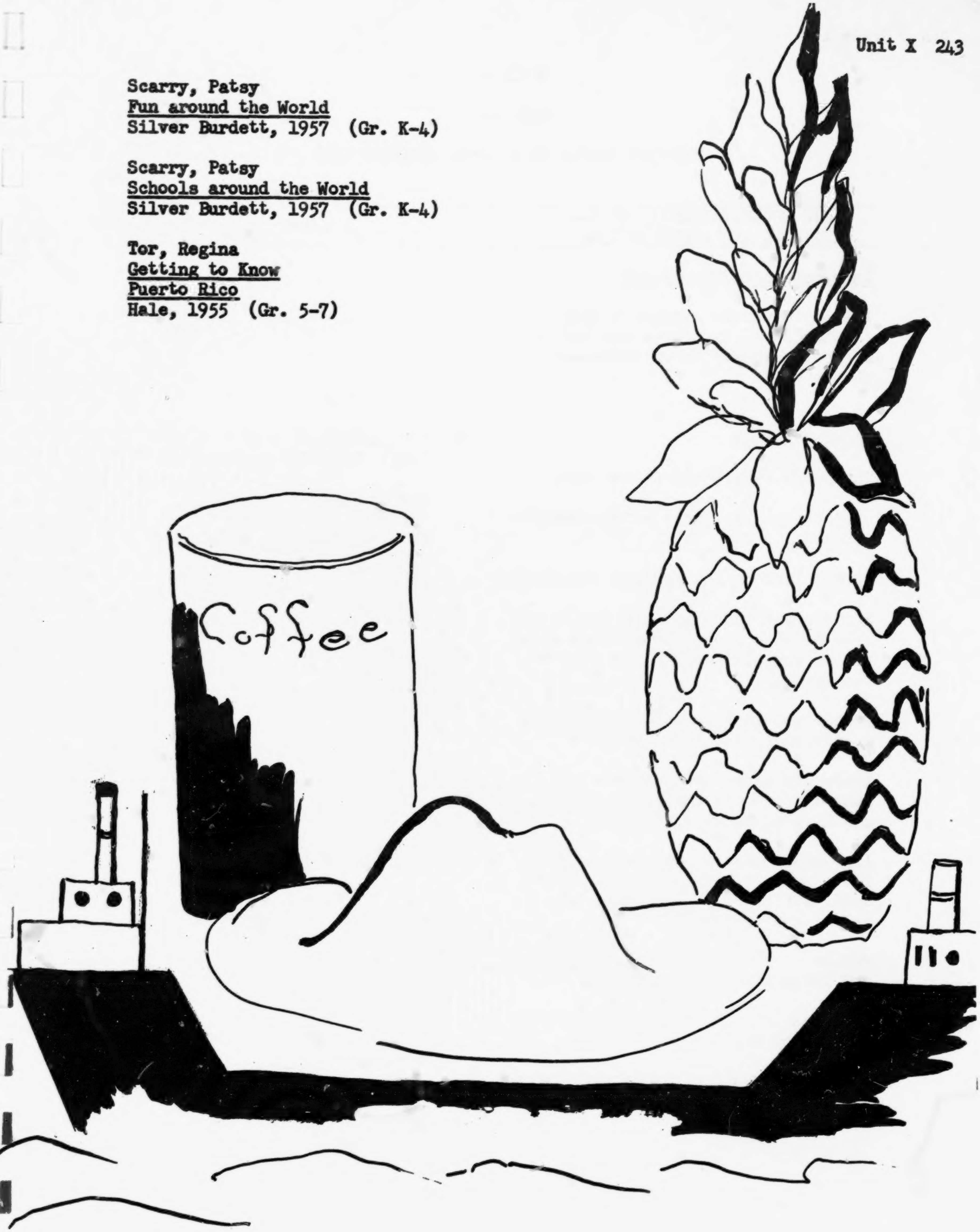
Belpre, Pura
Juan Bolo and the
Queen's Necklace
Warne. 1962 (Gr. 3-5)

Jackson, Kathryn
Homes around the World
Silver Burdett, 1957 (Gr. K-4)

Scarry, Patsy
Fun around the World
Silver Burdett, 1957 (Gr. K-4)

Scarry, Patsy
Schools around the World
Silver Burdett, 1957 (Gr. K-4)

Tor, Regina
Getting to Know
Puerto Rico
Hale, 1955 (Gr. 5-7)



GRADE I

UNIT XI

MEETING PEOPLE IN A SOUTH AMERICAN CITY

BASIC UNDERSTANDINGS, SKILLS ATTITUDES AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A continent is a part of the earth's surface.

People live on the various continents.

Knowing and understanding people who live on other continents helps us to become acquainted with the rest of the world.

People who live on other continents are friendly and are like us.

There are many similarities and many differences among the people who live on other continents.

All people have a need for shelter, food, and clothing, and meet these needs differently, according to degree and custom.

People express their feelings, ideas, and beliefs in various ways.

The location and climate of the city affect the way its people live.

People are proud of their country and what it means to them.

CONTENT

A. Comparison of people of São Paulo with Chicagoans

- World friends
- Children and adults
- Similarities
- Differences

B. Types of activity in São Paulo

- Work
- Leisure
- Education

C. Ways of living in São Paulo

- Shelter
- Food
- Clothing
- Traditions

D. Features of interest in São Paulo

- Location
- Climate
- Beauty
- Places of interest
- Resources

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of the People of São Paulo with Chicagoans

Listen as the teacher gives a brief definition of the continents and explains that they are surrounded by water, have plains, plateaus, mountains, and rivers.

Observe as the teacher points to the seven continents on the globe.

Locate North America on the globe and locate his state and city.

Observe as the teacher locates the continent of South America on the globe and discusses the surrounding water areas, the size of both continents, and the distance between each.

Observe as the teacher pinpoints the city to be studied, São Paulo, and then extends yarn from this point to our city, Chicago.

Listen as the teacher explains the shape of the globe and emphasizes the North Pole and South Pole and gives an explanation of both.

Discuss the areas between the continents and become acquainted with the map legend. Become aware of colors used for water, land, country boundaries.

Locate North and South America and indicate each by cutting out two paper frames and placing them around the areas to be studied.

Listen as the teacher reads stories about people from the continent of South America and discuss how we can become better acquainted with these people.

Write a composition about becoming acquainted with the people and neighbors from São Paulo, Brazil. Sample compositions follow.

> We want to know many things.
> It is fun to learn new things.
> We want to learn about the Paulistos.
> These people are our neighbors.
> They live far, far away.
> These friendly people live in South America.

Note: From the experiences and activities selected, select those which meet the needs, interests, and abilities of the pupils.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES AND APPRECIATIONS

CONTENT

The earth is a huge ball represented by a globe.

The surface of the land varies.

There is more water than land on the earth.

The North Pole is the point farthest north; the South Pole is the point farthest south.

All people have a need for beauty.

All countries are alike and different in many ways.

Countries work together and are interdependent.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map and globe skills, the pupil should:

- learn basic concepts for map usage
- identify land and water areas on map and globe
- learn directional words, such as up, down, left, right, north, south, east, west
- learn to distinguish the continents
- use globe to learn about the shape of the earth
- recognize that a map is a scaled representation of all or a portion of the earth's surface

1. Chicago is a city.
2. Chicago is in Illinois.
3. Illinois is a state.
4. Illinois is in North America.
5. North America is a continent.
6. This is where we live.

1. São Paulo is a city.
2. São Paulo is a city in Brazil.
3. Brazil is a country.
4. Brazil is in South America.
5. South America is a continent.
6. This is where Paulistos live.

Illustrate these stories, but first, look at the pictures the teacher has brought in and become acquainted with the appearance and physical features of this city in South America.

Participate in a discussion concerning the ways in which we can become acquainted with the people living in São Paulo. Points for discussion are given below.

We can see pictures about their houses.
We can read about what they eat.
We can listen to visitors who have visited there.
We can tell others about what we have learned.

B. Types of Activity in São Paulo

Listen as the teacher explains some interesting facts about São Paulo, such as it is Brazil's largest city, a great industrial center, a very modern city with skyscrapers and beautiful buildings. It is Brazil's leading port for coffee and also processed foods. It is a manufacturer of machinery, pottery, and furniture.

Discuss the reasons for the large coffee industry in relation to the climate. Listen as the teacher tells about the climate of São Paulo and the conditions necessary for the growth of coffee.

View pictures of São Paulo and become acquainted with the types of work and play the people engage in. Discuss how these activities are similar to those we have in Chicago.

Help the teacher plan a mural about the things people do in São Paulo. Help the teacher sketch a large outline of both North and South America and draw small pictures of the things that are made and done in both countries as follows:

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES AND APPRECIATIONS	CONTENT
recognize a map key and representative symbols	
locate the continent, country, state, and city where he lives on both the map and globe	
locate the continent, country, and city being studied on both map and globe.	
In developing reading skills, the pupil should:	
acquire a large reading, speaking, and sight vocabulary	
interpret the story in a picture	
read to find answers to questions	
observe and read the captions to filmstrips for answers to specific questions and for discussion purposes	
become familiar with supplementary reading and picture books	
participate in making bulletin boards, charts, picture dictionaries	
write and read own compositions.	
In developing social skills, the pupil should:	
continue to build habits of courtesy and cooperation	
participate and share in group and individual activity	
organize work and play materials	
become more self-reliant	
gain self-confidence	
share ideas and experiences.	

In North America	In South America
farming is done	farming is done
cattle are raised	coffee , sugar, and bananas are grown
automobiles are made	automobiles are made
houses, stores and schools are built	houses, stores, and schools are built
people play	people play
people work as	people work as
policemen	policemen
storekeepers	storekeepers
farmers	plantation workers
factory workers	factory workers
office workers	office workers

Place these small cut-out drawings on the mural on the appropriate continent.

Construct a chart listing the types of work done in São Paulo. Illustrate the chart and hang it on the wall.

Display goods and articles that come from Sao Paulo. Write the name under each article.

Have a party and bring in samples of the food products from São Paulo.

Listen as the teacher reads from the Silver Burdett Series The World Children Live In. Observe the work, play, and schools that are a part of the culture of the South American people.

Listen as the teacher explains the type of recreation the people of São Paulo enjoy. Contrast and compare their sports and recreation with our sports.

Write and illustrate stories using the various types of work and play as themes.

The men of São Paulo work to earn money.
They grow coffee.
They drive trucks.
They grow sugar.
They drive buses.
They grow bananas.
They work in factories.
They work in offices.
They work in stores.
They work all day.

The women of São Paulo work to earn money.
They make straw baskets.
They make pottery.
They work in coffee and sugar factories.
They work all day.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
become aware of the vastness of the continents	
recognize the importance of learning about other places, other people	
understand that an appreciation of new lands, people, and customs is based on knowledge and understanding	
become aware of the interdependence of countries and peoples	
understand the general concept of the relationship between people who live in other countries and their dependence upon one another for the necessities of life	
realize the importance of both work and play as a part of the learned pattern that structures everyday living	
recognize and respect the need for pride and loyalty	
realize that differences in appearance, habit, and custom do not hinder an understanding and acceptance of the individual and his country.	

The children of São Paulo work,
too.
They go to school.
They help grow coffee and
bananas and sugar.
They help make baskets and
pottery, too.
They work all day.

The people of São Paulo play.
They like to play.
They like baseball.
They like to swim.
Everyone plays in Sao Paulo.
They like to work and play.

C. Ways of living in São Paulo

Ask neighbors in the school district or friends who have lived in São Paulo, or in any South American country to visit the classroom and tell about the way of life on this continent. Ask questions about types of housing, food, clothing, traditions, activities.

Listen as the teacher explains how types of shelter vary from one city to another and from one continent to another, depending upon climate, custom and location.

Listen as the teacher reads and observe the picture in the book, Homes around the World from the Silver Burdett Series, The World Children Live In. Discuss the reasons for the variety of types of shelter in the various countries.

Help the teacher make a chart listing the various types of shelter found on both continents. Illustrate this chart with drawings and/or pictures that have been brought in.

Discuss the reasons why the people of São Paulo live in different types of shelter and why their clothing varies so greatly from our clothing. Discuss climate, location, custom.

View films and filmstrips and observe the customs and way of life of the people who live in São Paulo.

Construct a coffee plantation using a sand table, clay construction paper, and varieties of materials that are appropriate for such an activity.

Listen as the teacher tells about the type of foods that are a part of this city; how they are prepared and eaten.

Have a party and invite members from another class to share in the food, games, and traditions that are a part of São Paulo.

Discuss the importance of the exports that are received from Brazil, such as sugar, coffee, bananas, woven goods. Write original compositions concerning these exports.

Draw and cut out pictures of people of São Paulo in native dress. Have people doing a variety of things (both work and play). Mount pictures on construction paper and write an original story to correspond with each picture. Make this into a booklet.

D. Features of Interest in São Paulo

Write a composition telling the many things he could do if he lived on this continent of South America.

Write a composition and map a route showing the means of transportation he would take from Chicago to São Paulo and back again.

Write a series of compositions based on the theme "If I Were to Take a Trip to São Paulo" and, in review, write about the many things that have made São Paulo an interesting place to study.

Review the lessons pertaining to globe and map study and become more familiar with the location and climate of São Paulo.

View films and filmstrips and observe the many places of interest that are in and about São Paulo. Note their resources and the products and goods that are exported and imported.

Learn the meaning of the words "Import" and "export" and make a chart listing the products and goods that are received in South America from North America and sent to North America from South America.

Set up a table displaying the exports we receive from São Paulo. Label each item. Set up a corresponding table displaying the imports Sao Paulo receives from North America. Label each item.

Write a composition about the way countries help one another. Illustrate this composition and insert in a book to be taken home. A sample composition follows.

> We have new acquaintances.
> They live far, far away.
> They live in South America.
> They help us.
> We help them.
> We get things from them.
> They get things from us.
> We would like to be friends.

RESOURCE MATERIALS

FILMS

Brazil, People of the Highlands
17 min. b & w X-B-18

Coastal Brazil
11 min. color X-C-130

Story of Coffee
10 min. b & w X-S-191

Water Supply
11 min. color X-W-30

FILMSTRIPS

Earth, Home of Man
(2194) color
"This Earth of Ours"
"Weather and Climate"
"Islands"
"Coastal Lands"
"Mountains"
"The Surface of the Land"
"Uplands and Plateaus"
Eye Gate House

Families of the World
(2200) b & w
"Mexico"
"Italy"
"U.S."
"China"
"Egypt"
"England"
"Pakistan"
Young America Films

Maps and How to Use Them
(2222) color
"What a Map Is"
"Elements of a Map"
"The Globe"
"Using the Globe"
"Flat Maps of a Round Globe"
Eye Gate House

South America
(2366) color
"Land and People of Brazil"
S.V.E.

Your Home in the Americas
(2230) color
"Using Maps and Globes"
"Where People Live and Work"
S.V.E.

MUSIC

Music For Young Americans (Gr. 1)
"Tambourines" p. 98
"Rhythm Sticks" p. 99
"Bells and Shakers" p. 99

Music Round the Clock (Gr. 1)
"Rig-a-Jig-Jig and Away
We Go" p. 48-9

Music Round The Town (Gr. 2)
"An Invitation" p. 120

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

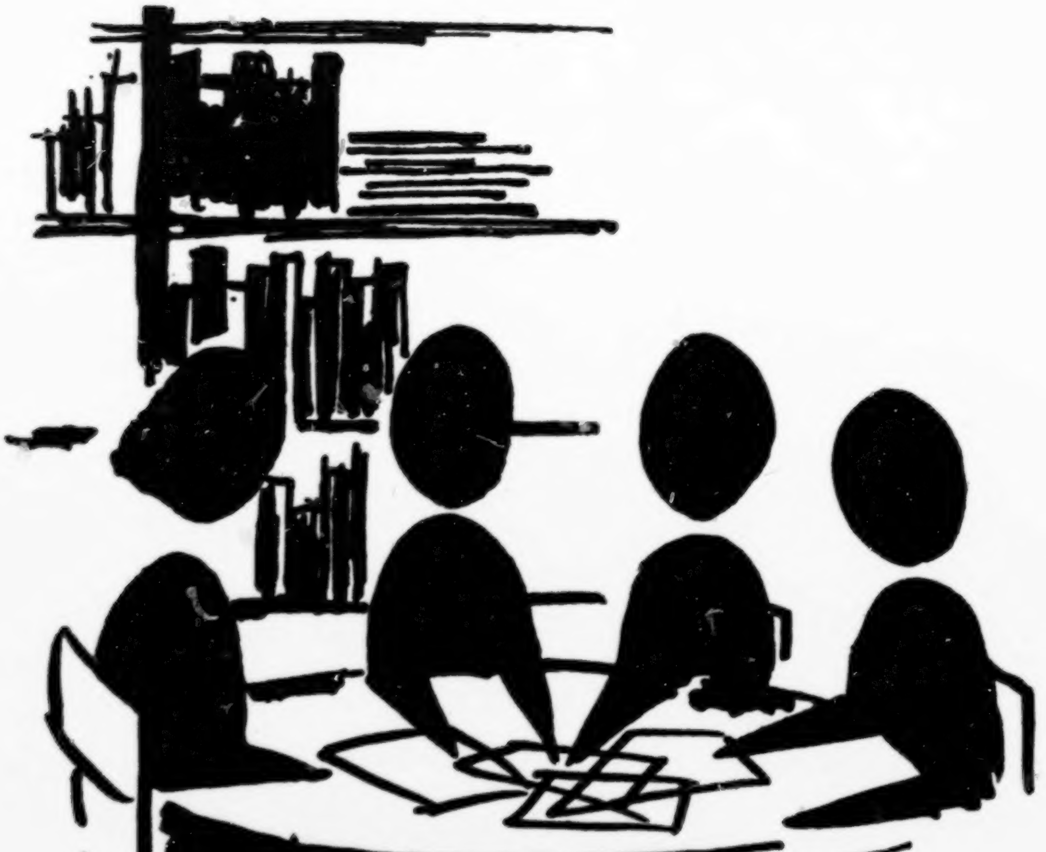
Fideler, Raymond
South America
Fideler, 1962 (Gr. 5-7)

Jackson, Kathryn
Homes around the World
Silver Burdett, 1957 (Gr. K-4)

May, Stella Burke
Brazil
Fideler, 1962 (Gr. 5-7)

Quinn, Vernon
Picture Maps Geography of Mexico,
Central America West India
Lippincott, 1943 (Gr. 5-7)

Sheppard, Sally
First Book of Brazil
Watts, 1962 (Gr. 6-8)



OVERVIEW OF THE SECOND GRADE PROGRAM

OUR COMMUNITY AND OTHER URBAN AREAS OF THE WORLD

At the second grade level, considerable progress is attained by most children in achieving independence and self-direction. Children exhibit an eagerness to explore new fields of information and a natural curiosity about the world and people around them. Powers of observation are improving, and the ability to discuss and comprehend difficult concepts and abstractions of a social studies nature extends beyond the reading ability. Concepts are developed through the use of meaningful, first-hand experiences, pictorial aids, and concrete materials.

The second grade child develops an awareness of his community, learns to use and share the community facilities with others, practices and respects good citizenship qualities. The child extends his interest and understanding of time, place, and space concepts through the study of the history and progress of transportation and communication facilities both here and abroad. Through a variety of learning experiences, such as constructing, observing, discussing, experimenting, and manipulating aids, the immediate needs and expanding interests of the child are satisfied and the learning experience becomes more meaningful and purposeful.

The major emphasis in the social studies program during the second grade is the study of community living and the interrelation of his own community with other urban communities in the world.

The specific goals of the learning experiences in the second-grade work are:

to further understanding of the many types of services offered by workers in the community

to inculate a broader respect for the dignity of work

to develop an increasing awareness of the interdependence of people

to develop and understanding of the types of transportation and communication in the community

to promote an appreciation of the effect of these services on living

to gain an understanding of the changes which have taken place in transportation and communication here and abroad.

GRADE 2

UNIT I

OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: The community embraces several neighborhoods sharing common public services and centers of business. The community is the section of the world in which his family and others of the community spend most of their time and money. A large urban area such as Chicago contains many communities. Most of the people of the world live in urban communities.	A. Elements of our community Families Schools Recreation areas Places of worship Shopping centers Business and industrial areas Special places Police station Fire station Post office Public library Medical center Banks
People in an urban community are dependent upon many types of workers within and outside their own community. Some people in a community go to other communities to work. A community offers its inhabitants many advantages not found in a thinly peopled area. Many different groups of people share the advantages and responsibilities of the community In a large city people may move from one community to another.	B. People and customs of our community Individuals Groups Newcomers Customs

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

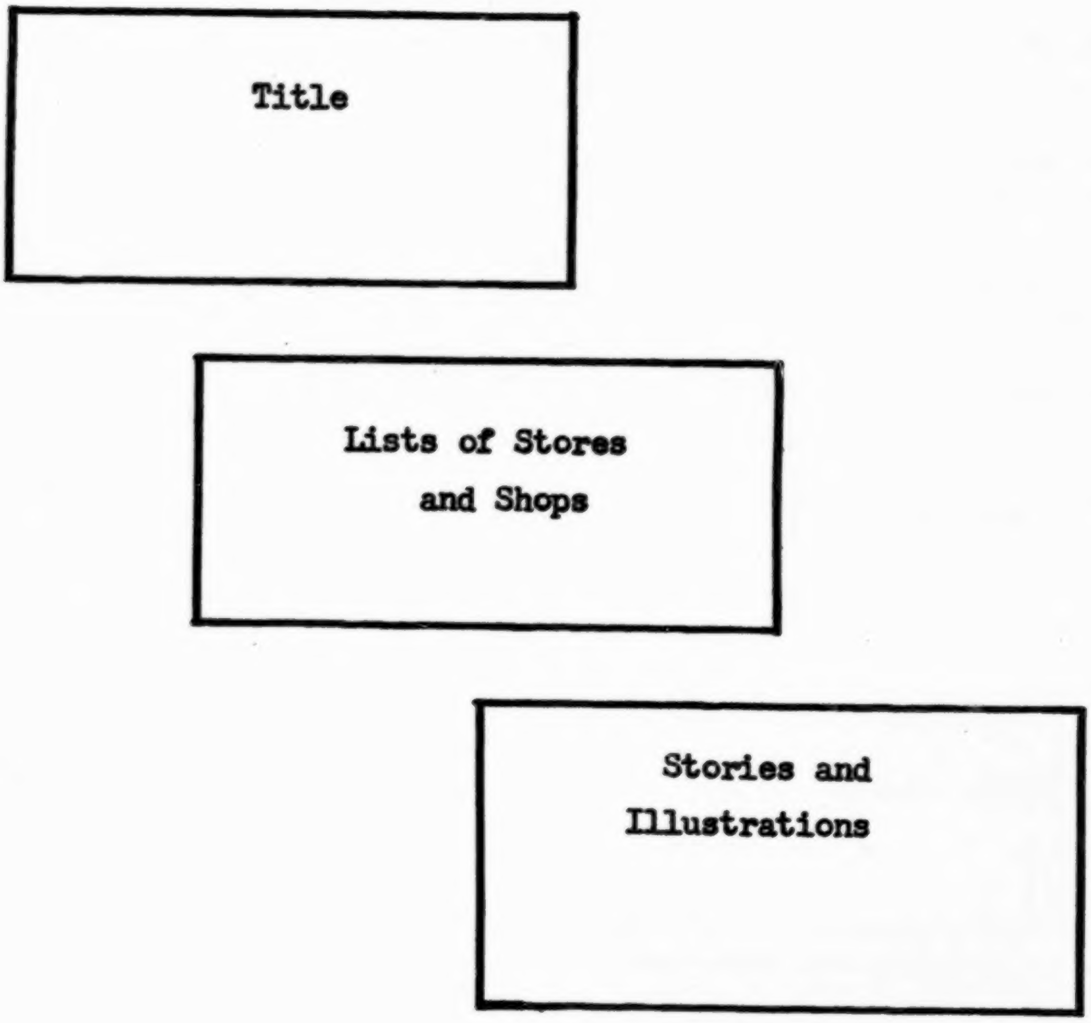
A. Elements of Our Community

Listen as the teacher explains and discuss the term "community."

Discuss the term "urban area" and make a chart of the elements that are part of an urban area, including:

- banks
- churches
- clinics
- clubs
- families
- fire station
- industries
- libraries
- parks and playgrounds
- post office
- police station
- schools
- stores

Share information with the class by participating in the making of a textbook with original drawings. Make a table of contents when the book is complete. Suggest the following pattern for the book:



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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

construct simple maps of the community showing the location of various places and businesses

arrange models on maps to show the general uses of the land in the community.

In developing reading skills, the pupil should:

associate experiences encountered in reading with personal experiences

learn to find information to answer a specific question.

In developing social skills, the pupil should:

continue to participate in group projects

share and take turns using materials.

Attitudes and Appreciations

The pupil should:

appreciate the organization of the community to provide the essential needs of its inhabitants

feel a sense of pride in his identity as a member of his community.

Take a field trip to a bank, a post office, a public library. Observe what people who are taking advantage of the services are doing. Notice also what services are being offered by this element of our community. Write an experience story about this trip and illustrate. Examples follow:

We are going to the post office.
The post office is at (address).
This is the community post office.
Many people work here.
Many people come here.
The post office helps the community.

We went to the post office.
We saw many things.
We saw how people help one another.
The post office helps the community.
The post office helps the city.
People need each other.

Imagine the community without stores and discuss the changes that would occur in relation to family living and community living.

***Write an original composition on one of the following topics:

How the Bank Helps the Community
Shopping Centers Are Exciting
Spending Time at Clubs.

*Share experiences about visits or shopping trips to other communities.

Make a "new" word dictionary and hang it on the wall. Include words, such as:

community	a group of people living together who share interests and services
urban area	a city area
suburban area	an area outside a city
dependent	needing to be helped
advantages	good things
co-operation	working together to help one another
interdependent	helping and being helped by others

***Write a composition about the advantages of urban over rural living. Use the words of the "new word" dictionary. Stress such ideas as more friends, more places to visit, many stores, good transportation, many churches and schools.

B. People and Customs of Our Community

View the filmstrip series The Home Community and observe the people who participate in the activities of the community and who co-operate in making the community a desirable place in which to live.

Listen as the teacher explains that a community is larger than a neighborhood and that a community is made up of many neighborhoods.

Talk about visits or shopping trips to other business areas in neighboring communities, in suburban shopping centers, in the downtown area, in a rural area. Compare the ways in which families use these facilities with the way they shop in the immediate neighborhood.

View selected filmstrips from Our Community Helpers, Series One or Series Two to motivate an interest in the services which a community offers. Point out the similar services in his community.

Plan a walk to the community business section (or make an imaginary visit) to observe the kinds of business carried on in stores and service shops. Note the direction and distance it is from the school.

*Make an experience chart of the information gained during the visit to the stores.

Draw a map of the business area on large sheets of paper. Show locations of stores and other places of business. If a flat map is constructed, models and figures of wood, cardboard, or clay may be used to designate points of interest.

Discuss the work that parents do and list the types of work that are done in the community, by fathers, mothers, or other adults.

Discuss the reasons for not erecting all kinds of factories, stores, dwellings in every neighborhood in the city. Listen as the teacher explains about overcrowding, building ordinances, economy of the community, the plan of a community.

Talk about the community. Give its name, the boundaries, and the area where the main business activity is concentrated.

Participate in a group project of drawing a scaled map of the community on large sheets of paper, noting the cardinal directions. Show locations of school, houses, and churches by making two dimenional figures of cardboard or construction paper. Use crayola to indicate other places, such as, parks, playgrounds, police and fire stations, and library. Display when completed.

Construct a bulletin board display from pictures collected about the activities that go on in a community. The pictures can be general but the captions and compositions specifically related to a particular library, recreational center, or school.

Collect and bring to class several community newspapers. Listen as the teacher reads selected articles about places and things of interest. Observe pictures and note how the people of a community work together.

Invite a person who is in business in the community to talk to the class on the ways in which the businessmen work together to improve the community.

Discuss the many groups that serve the community; for example, the P.T.A.; community improvement associations; church groups; civic groups, such as Elks, Kiwanis, Moose, Boys Clubs, Lions.

*Make a booklet of the types of workers who are a part of the community. Write a composition about and illustrate each occupation.

Share experiences about living in other communities. Make comparisons with people who live in a different community or a newcomer to his school.

Share thoughts about the opportunities and responsibility of being a member of a community. Write a composition telling about these responsibilities. An example follows.

I am a member of my community.
I live in (name) community.
I help my community.
I work for my community.
I am proud of my community.
I like my community very much.

***Read the following books from The How Series published by Benefic Press: How Schools Help Us, How Hospitals Help Us, and How Families Live Together. Learn about the many people who work in the community who live outside the community. Note the duties and responsibilities of these people toward the community they work in.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 7-20, 89-118, 201-217

Burkhardt and McGuinness
Our Community
(Benefic) pp. 7-16, 110-116

Durell, et al.
Social Studies 2
(Row Peterson) pp. 129-146

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 95-105, 146-160, 169-177

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 52-53, 18,29, 34-35, 54-65

McIntire and Hill
Billy's Neighbors
(Follett) pp. 6-8, 205-236, 245-254

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 4-12

Thomas, et al.
Your Town and Mine
(Ginn) pp. 8-29, 160-187

Thomas, et al.
Stories About Sally
(Ginn) pp. 26-43

AUXILIARY TEXTBOOKS

Heffernan and Anderson
Days' River Farm
(Harr Wagner)

Hugley and McGuigan
Around the Home
(Rand McNally) pp. 25-41

Hunnicutt and Grambs
I Know People
(Singer)

LIBRARY BOOKS

Barr, Jene
Ben's Busy Service Station
Whitman, 1956 (Gr. 1-3)

Barr, Jene
Fireman Fred
Whitman, 1952 (Gr. 1-3)

Bromhall, Winifred
Middle Matilda
Knopf, 1962 (Gr. 3-4)

Buchheimer, Naomi
Let's Go to the Library
Putman, 1957 (Gr. 3-5)

Curren, Polly
This Is A Town
Follett, 1957 (Gr. 2-4)

Estep, Irene
Good Times With Maps
Melmont, 1962 (Gr. 3-5)

Field, Rachel
Prayer for a Child
Collier, 1932 (Gr. K-2)

Fruman, Don
Norman the Doorman
Viking, 1959 (Gr. K-2)

Hall, Natalie
World In a City Block
Viking, 1960 (Gr. 4-6)

Hawkinson, Lucy and John
City Birds
Whitman, 1957 (Gr. 2-4)

Hoffman, Elaine
About More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Lenski, Lois
Little Fire Engine
Walck, 1946 (Gr. 2-3)

Lenski, Lois
Policeman Small
Walck, 1962 (Gr. K-2)

Lenski, Lois
When I Grow Up
Walck, 1960 (Gr. K-2)

Radlauer, Ruth Shaw
About Fathers At Work
Melmont, 1957 (Gr. 2-4)

Schlein, Miriam
City Boy, Country Boy
Children's, 1955 (Gr. K-2)

Shapp, Martha
Let's Find Out About Policemen
Watts, 1962 (Gr. 1-2)

Sootin, Laura
Let's Go to a Police Station
Putnam, 1957 (Gr. 3-5)

Williams, Gweneira
Timid Timothy
Scott, 1945 (Gr. K-2)

FILMS

The Doctor
10 min. b&w K-D-15

The Fireman
11 min. b&w K-F-12

The Golden Rule: A Lesson for Beginners
10 min. b&w K-G-56

The House I Live In (Human Relations)
10 min. b&w K-H-12

How We Co-operate
10 min. b&w K-H-59

Let's Play Fair
10 min. b&w X-L-34

The Other Fellow's Feelings
10 min. b&w X-O-28

Our Community
11 min. b&w X-O-31

Understanding a Map
10 min. b&w X-U-20

A U.S. Community and Its Citizens
20 min. b&w X-U-8

FILMSTRIPS

Our Community Helpers - Series One (2072) color
"The Baker"
"The Grocer"
"The Fireman"
"The Policeman"
"The Postman"
Long Filmslide Service

Our Community Helpers - Series Two (2094) color
"Dentist"
"Milkman"
"Librarian"
"Service Station Attendant"
"Street Maintenance Crew"
"Sanitation Department Crew"
Visualcraft

RESOURCE MATERIALS

Our Community Workers
(2074) b&w
"The Doctor"
"The Fireman"
"The Policeman"
E. B. Films

The Home Community
(2084) color
"Our Family"
"Family Fun"
"Keeping Busy"
"Helping Mother"
"Brothers and Sisters"
"Growing Up"
E.B.Films

The Neighborhood Community
(2088) color
"Robbie's Neighborhood"
"Different Neighborhoods"
"Sharing With Neighbors"
"Places We All Own"
"Neighborhood Workers"
"In and Out of the Neighborhood"
E.B. Films

Big City--U.S.A.
(2160) color
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Working in the City"
"Keeping the City Alive"
E.B. Films

Mary's Pilgrim Thanksgiving
(2278) color
S.V.E.

Families of the World
(2200) b&w
"Italy"
"United States"
"Japan"
"Mexico"
"China"
"England"
"Germany"
"France"
"Pakistan"
Young American Films

The Calendar
(2172) color
"The Month"
"The Year"
"Spring and Summer"
"Autumn and Winter"
Popular Science

Children of Many Lands Series
(2174) b&w
E. B. Films

Christmas With Our World Neighbors
(2176) color
"Germany"
"Norway"
"Mexico"
"England"

Exploring Through Maps
(2198) color - b&w
"We Live on a Huge Ball"
"Flat Maps of a Round World"
"Maps and Their Meaning"
"Maps and Men"
Popular Science

Introduction to Maps
(2208) b&w
Bowmar

Introduction to the Globe
(2210) color
"Up and Down"
"North, South, East and West"
"Hot and Cold Places"
Jam Handy

Learning to Use Maps
(2212) color
"Reading Directions on Maps"
"Meaning Distances on Maps"
"Locating Places on Maps"
"Reading Political and Economic Maps"
"Studying an Area Through Maps"
E.B.Films

Our Flag Series
(2282) color
"History of Our Flag"
Young American Films

MUSIC

Music Round The Town (Grade 2)
"In the Quiet Church" p. 68

Music Through the Year (Grade 3)
"Down at the Station" p. 162
"We Thank God" p. 170

Singing and Rhyming (Grade 3)
"People We Like To Know" p. 52
"Will You Buy?" p. 54

Singing on Our Way (Grade 2)
"Hippety Hop" p. 20
"We're Riding Our Bicycles" p. 23
"The Postman" p. 65
"The Scissor-Man" p. 65
"The Fireman" p. 67

This Is Music (Bk. 2)
"What Sort of People Come to
Your Town" p. 111

POETRY

Favorite Poems, Old and New
"People" by Lois Lenski p. 247
"My land Is Fair to See" by Jesse
Stuart
"City" by Langston Hughes p. 244

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

The How Series
Benefic, 1963 (Gr. 1-3)

GRADE 2

UNIT II

UTILITIES AND SERVICES IN OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: The community makes available the utilities necessary for heat, light, and movement of its inhabitants. People of a community pay money earned through working for the utilities they need in daily living. The materials used in providing the heat and power used in our utilities come from the earth.	A. Utilities for community use Purposes of utilities Lighting Heating Cooking Transporting Communicating Sources of energy Coal Oil Electricity Gas
Utilities can be provided much more easily and cheaply in urban communities than in isolated homes. A community must be careful to protect the lives, property, and health of its inhabitants. The people of the community are responsible for doing their share of protecting the lives, property, and health of each other by obeying its laws and regulations. Public property is maintained by all people of the community through taxes and rents. The utilities and services offered in a community provides jobs for many people.	B. Public services Protection services Police department Fire department Health services Water Garbage removal Sewage disposal Smoke control Zoning and inspection Medical Streets Paving and cleaning Sidewalk maintenance Tree care and removal

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. **Utilities for Community Use**

React as the teacher explains the term "utility" and become aware that it is something that is essential to the public welfare.

Listen as the teacher discusses with his class the many kinds of utility services that are available to the community. List these utilities on the chalkboard and be able to identify the services of each.

Make a picture dictionary showing the various utilities that add to the pleasure and conform of the community. List the source of power and the use made in his own home.

Share experiences about the changes in his life if the utility services were shut off for a week or if they had never been provided.

Make a chart about the ways in which our community utilities help us. Examples are listed below:

Light helps us to see in the house and on the streets.
Helps us to keep warm and to cook food.
Electricity and gas help us to cook, to heat, and to refrigerate.
Transportation helps us to travel.
Communication helps us to get information.
Water is needed to help us live, to cook, and to wash.

Write a class letter to one of the utility companies in the community requesting information and pamphlets. Ask for objects or models that represent the utility. Place these materials on a display table or bulletin board. Share them with another second grade class.

*Take a walk around the school. Visit the principal's office, engineer's room, assembly room, gymnasium, and the boiler room. Observe the many utilities that are in service. Assume responsibility for special questions from one or more of the people who use these rooms. Write compositions about this experience. Illustrate each composition. Share the compositions with other pupils in the room.

***Construct a bulletin board concerning the many ways in which utilities serve us which may be related to the chart above. Use original stories and drawings to illustrate the usefulness of these services.

Invite an employee from one of the local utility companies to talk with the class about the services of his company to the community. Ask questions to clarify misinformation about the utility.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

construct simple maps of the community showing the location of streets, alleys, transit routes, local power plant, pumping station, police and fire stations, fire alarm boxes, and hydrants

use directional terms of east, west, north, and south in reference to places on community map.

In developing reading skills, the pupil should:

arrange information in a sequential order

build skills of phonetic analysis of words in social studies sight and reading vocabulary

select information pertinent to a specific question.

In developing social skills, the pupil should:

listen to suggestions of others in the group

seek help from others in the group to solve problems encountered in group projects.

Take a field trip to a utility company and become acquainted with the history, source, and useful by-products of the utility.

Take a class field trip to the underground coal mine at the Museum of Science and Industry. Make a class book and write compositions about this trip. Observe telephone wires, transportation, use of neon lights.

Locate on a map of the United States the coal mining regions of importance.

Find out about the underground storage of gas supply for Chicago. Locate and tell why this storage is necessary.

Make a sample of one of the utility bills which comes to his home. Include the amount of the utility used and the cost. Discuss with the teacher the many people concerned with preparing the bill from the meter-reader to the delivery in his home.

Draw a picture of the gas or electric meter in his home. Tell the class how it works.

Listen as the teacher reads What Is Electricity?, What is Heat?, What Is Light?, and What Is Sound?, from the What Is It series published by Benefic Press.

Discuss reasons why it sometimes is easier for people in Chicago to use public utilities than it sometimes is for people living in isolated areas.

Secure a picture of the Muscle Shoals Project in the Tennessee Valley and ask questions about it.

Construct a papier mâche waterfall, dam, and generator or power plant. Label each project. Use arrows to show the development of the utility from its initial stage to the finished product.

Listen as the teacher reads What Is Water? from the What Is It series. Observe pictures. List the advantages of this utility. Read the book How Communications Help Us from the Benefic Press The How Series.

B. Public Services

Read the books I Want to Be a Policeman and I Want to Be a Fireman and become acquainted with the duties of two public servants who protect the community.

Discuss and share with the class the many ways in which the community protects its citizens. List these on the chalkboard. Make a chart of these protection services and illustrate. A sample is given below:

> We live in a community.
> Our community helps us.
> Our community serves us.
> Our community gives us police protection, fire protection, health protection.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations The pupil should: respect the skills required to perform various kinds of services upon which the community depends respect the dignity and value of the various workers who render his community needed services.	

*Write a composition about how people can help their community stay safe and clean or become safe and clean.

Read the book How Families Live Together from The How Series of Benefic Press, and observe how everyone in a community must work together for health, welfare, and enjoyment.

Take a field trip to the community fire or police station. Ask about the duties and responsibilities of these workers.

Write compositions about the ways these community helpers aid in the protection of life and property.

Share experiences about the ways the family protects their lives and the lives of others, such as obeying traffic rules and regulations; keeping basement, garage, and house free from rubbish and fire hazards; and making regular calls on a doctor or dentist.

Take a field trip to the water filtration plant and observe the steps taken in the purification of water for community use.

***Discuss the events that would take place if the public services of a community did not exist.

*Make a chart listing the helpful things one might do to make his community a safer and healthier place in which to live as follows:

Watch traffic signals.
Wrap garbage and put it in a covered can.
Open the street sewer after rain.
Play on the sidewalk or in a yard.
Have a yearly dental check up.

Study the term "rent." Observe that the rent paid by parents helps the landlord to pay the taxes which are spent by the government for public services.

Listen as the teacher discusses the meaning of zoning ordinances and share questions and answers about the advantages of these laws and their variations from one community to another.

Share experiences about the garbage removal in his community and illustrate stories about this service.

Participate in making a large mural illustrating all the servicemen that are active in the community. This mural would include firemen, policemen, garbagemen, doctors, visiting nurses, inspectors.

***Share experiences about people who are workers in the community and who do work directly related to giving a service for the betterment of their community.

Discuss the many inconveniences that would occur if streets and sidewalks were not paved or kept clean.

***Discuss the reasons for tree surgery including:

hindrance to communications
hindrance to street lighting
attraction by unhealthy trees of unwanted insects
improvement of appearance of community.

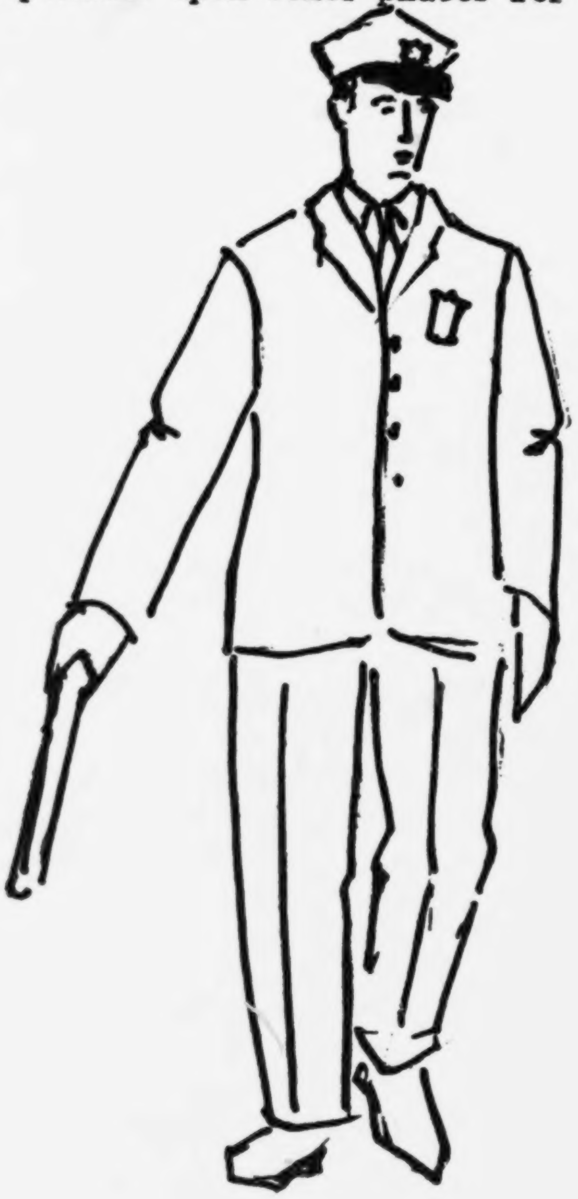
View films and filmstrips about the people who deal in public services, their duties, and their responsibilities.

*Read or listen to poems and stories about the people who protect their community, such as policemen, firemen, and others.

***Write two-line rhymes for the services and utilities studied in this unit. Display the poems on a bulletin board in or near the classroom. Illustrate the poems with appropriate drawings.

*View the filmstrips Community Helpers, Series Two. Observe the many people who serve the community.

Review the services studied in this unit and note how Chicago is totally dependent upon other places for the sources of its utilities.



RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 21-31

Burkhardt and McGuinness
Our Community
(Benefic) pp. 80-109

Durell, *et al.*
Social Studies 2
(Row Peterson) pp. 51-99

Hanna, *et al.*
In the Neighborhood
(Scott Foresman) pp. 80-89,
106-123, 187

Hanna, *et al.*
In City, Town, and Country
(Scott Foresman) pp. 8-17, 20-25,
30-35, 48-49

McIntire and Hill
Billy's Neighbors
(Follett) pp. 19-38, 70-86,
114-130

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 131-146,
189-198

Thomas, *et al.*
Your Town and Mine
(Ginn) pp. 188-221

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Neighborhood
(American) pp. 4-39

Fraser and Hoy
Our Community
(American) pp. 198-217

Hugley and McGuigan
Around the Home
(Rand, McNally) pp. 169-189

Hunnicutt and Grambs
I Have Friends
(Singer) pp. 92-118,
132-151

Hunnicutt and Grambs
I Know People
(Singer) pp. 164-170
129-143

LIBRARY

Barr, Jene
Ben's Busy Service Station
Whitman, 1956 (Gr. 1-3)

Barr, Jene
Fireman Fred
Whitman, 1952 (Gr. 1-3)

Barr, Jene
Policeman Paul
Whitman, 1952 (Gr. 1-3)

Buchheimer, Naomi
Let's Take a Trip to a Fire House
Putnam, 1956 (Gr. 3-5)

Colonius, Lillian
At the Library
Melmont, 1954 (Gr. K-2)

Colonius, Lillian
At the Post Office
Melmont, 1953 (Gr. 2-4)

Dean, Lucille
At the Laundry
Melmont, 1955 (Gr. 2-4)

Dillon, Ina K.
About Policemen
Melmont, 1957 (Gr. 2-4)

Freeman, Don
Night the Lights Went Out
Viking, 1958 (Gr. 3-4)

Friedman, Estelle
Ben Franklin
Putman, 1961 (Gr. 2-4)

Friskey, Margaret
Perky Little Engine
Children's, 1950 (Gr. 2-4)

Greene, Carla
I Want To Be A Policeman
Children's, 1958 (Gr. 2-4)

Greene, Carla
I Want To Be A Fireman
Children's, 1959 (Gr. 1-2)

Greene, Carla
What Do They Do? Policemen and Firemen
Harper, 1962 (Gr. 1-2)

Hastings, Evelyn
About Postmen
Melmont, 1957 (Gr. 2-4)

Haywood, Carolyn
Eddie and the Fire Engine
Morrow, 1959 (Gr. 3-5)

Hefflefinger, Jane
About Firemen
Melmont, 1957 (Gr. 2-4)

Hoffman, Elaine
About More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Hoffman, Elaine
About School Helpers
Melmont, 1955 (Gr. 1-3)

Jubelier, Ruth
About Jack's Dental Check Up
Melmont, 1959 (Gr. 3-5)

Judson, Clara
People Who Work in the Country and in the City
Rand, 1943 (Gr. 1-3)

Judson, Clara
People Who Work Near Our House
Hale, 1942 (Gr. 3-5)

Lenski, Lois
Policeman Small
Walck, 1962 (Gr. K-2)

MacDonald, Golden
Red Light, Green Light
Doubleday, 1944 (Gr. 1-2)

MacGregor, Ellen
Mr. Ferguson of the Fire Department
McGraw, 1956 (Gr. K-4)

Meeks, Esther
Fireman Casey and Fireboat 999
Follett, 1949 (Gr. 3-5)

Miner, Opal
True Book of Policemen
Children's, 1954 (Gr. 1-3)

Miner, Opal
True Book of Police and Firemen
Children's (Gr. 1-3)

Notkin, Jerome
How and Why Book of Electricity
Noble, 1960 (Gr. 4-6)

Philips, Eleanor
About the Driver of a Bus
Melmont, 1959 (Gr. 2-4)

Scott, Sally
Binky's Fire
Harcourt, Brace 1952 (Gr. 2-4)

Shapp, Martha
Let's Find Out About Policemen
Watts, 1962 (Gr. 1-2)

Sootin, Laura
Let's Go to a Bank
Putman, 1957 (Gr. 4-6)

Thompson, Frances B.
About Doctor John
Melmont, 1959 (Gr. 2-4)

Thompson, Frances B.
About Miss Sue, the Nurse
Melmont, 1961 (Gr. 3-4)

Watson, Jane
True Story of Smokey the Bear
Simon, 1955 (Gr. 3-5)

FILMS

Gas for Home and Industry
16 min. b&w X-G-43

The Mailman
10 min. b&w X-M-24

Making Electricity
10 min. b&w X-M-124

Our Community
11 min. b&w X-O-3

Out of the Dark
15 min. b&w x-O-37

Petroleum and Its Uses
42 min. b&w X-P-31

The Policeman
11 min. b&w X-P-12

Water Supply
11 min. color X-W-30

What Our Town Does for Us
11 min. b&w X-W-90

FILMSTRIPS

Our Community Helpers - Series One
(2072) color
"The Baker"
"The Grocer"
"The Fireman"
"The Policeman"
"The Postman"
Long Filmslide Service

Our Community Workers
(2074) b&w
"The Doctor"
"The Fireman"
"The Mailman"
"The Policeman"
E.B. Films

Big City--U.S.A.
(2160) color
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Working in the City"
"Keeping the City Alive"
E.B.Films

The New Pupil
(2066) color
"The New Pupil"
"Our Job in School"
"School Courtesy"
E.B. Films

Our Community Helpers Series Two
(2064) color
"The Doctor"
"The Dentist"
"The Librarian"
"The Milkman"
"City Helpers"
Long Filmslide Service

Social Studies Rhymes for the Very Young
(2068) color
"Fall Fun"
"Summer Fun"
"The Happy Family"
"Community Helpers"
"School Helpers"
Eye Gate House

Miscellaneous Single Filmstrips
(2070) color
"Men Who Come to Your House"
"Why We Have Rules and Laws"
Morehouse

Community Helpers - Series Two
(2094) color
"The Dentist"
"The Milkman"

"The Librarian"
"Service Station Attendant"
"Street Maintenance Crew"
"Sanitation Dept. Crew"
Young America Filmstrips

Community Services
(2098) color
"Our Library"
"Our Fire Department"
"Our Police Department"
"Our Postoffice"
"Our Health Department"
E.B.F.

MUSIC

This Is Music (Bk. 2)
"The Traffic Cop" p. 84

Music in Our Town (Gr. 2)
"We Went to See the Firemen"

Music Round the Town (Gr. 2)
"The Gas Station Man" p. 35
"Carpenters" p. 36

POETRY

Favorite Poems, Old and New
"F is the Fighting Firetruck"
by Phyllis McGinley p. 245
"City Lights" by Rachel Field p. 254

MUSIC

Music For Young Americans (Grade 1)
"Telephone Song" p. 13

Music Round the Town (Grade 2)
"Driving the Tractor" p. 23
"The Steam Shovel" p. 37

Singing On Our Way
"The Telephone Song"

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Hagaman, Adaline
What is Water
Benefic, 1960 (Gr. 5-7)

The How Series
Benefic, 1963 (Gr. 1-3)

Jupo, Frank
Adventure of Light
Prentice-Hall, 1958 (Gr. 5-7)

Mandelbaum, Arnold
Electricity
Putman, 1960 (Gr. 6-8)

GRADE 2

UNIT III

FOOD IN OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Food is one of the basic needs of man.

The earth is the source of all of man's foods.

A community offers means for its inhabitants to exchange money which they have for foods which they need.

A community gets its supply of food from many places outside the community.

Many workers in the community and other places grow, process, transport, or distribute our foods.

Man has developed many kinds of foods and ways of preparing and preserving them.

Buying food wisely and caring for it properly save our family money.

Food processing is important to the economy of the community as well as the nation.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

CONTENT

A. Purchase of food

- Places
  - Meat market
  - Bakery
  - Grocery
  - Supermarket
  - Restaurant
- Types of commodities
  - Meat products
  - Dairy products
  - Cereal and bread
  - Groceries
  - Beverages

B. Original sources of foods

- Plants
- Animals
- Fish

C. Types of foods

- Raw foods
- Processed foods
  - Canned
  - Frozen
  - Powdered
  - Dried
  - Baked
  - Salted
  - Pickled

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Purchase of Food

View selected filmstrips from Our Community Helpers, Series One or Series Two. Observe the many services which a community offers. Point out the similar services available within his community and mention others not shown in the filmstrips.

Plan a walk to the community business section to observe the kinds of business carried on in the various food stores and restaurants.

Make a shopping list of various foods his family eats during the week. Discuss with the class places where these foods maybe purchased within the community.

Draw a large map of the community business area on large sheets of paper. Show the locations of stores and other places of business. If a flat map is constructed, use models, figures of wood, clay, or cardboard to designate points of interest. Put in the names of the streets in the area.

B. Original Sources of Foods

*Make three charts listing favorite types of foods for each meal. In another column list the store or type of store in the community where they could be purchased.

Listen as the teacher discusses the terms "vitamins," "carbohydrates," "fats," and "proteins." Discuss the reasons for eating a well-balanced diet.

Make a simple chart listing the various kinds of food by putting them in categories, such as "cereals and bread," "fruits and vegetables," "fish and meats," and "milk and dairy foods."

Discuss the sources of our food and construct a bulletin board around the subject. Label two illustrations "Plants" and "Animals" and make a list of our foods which derive from each. Point out how our animal foods are dependent upon plants to provide their foods.

***Write compositions about the foods we eat. Divide these foods into categories, such as fruits, vegetables, meats, and beverages. Make a booklet of the compositions with illustrations of the different kinds of food.

Take a field trip to a food store, delicatessen, bakery, and grocery store in the community. Observe the various kinds of food and note the way in which people exchange money they have for work which has been done for the foodstuffs which they need.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

In developing map readiness, the pupil should:

construct simple maps of the community locating the various food stores and shopping centers

be made aware of the regions of our country from which foods are brought to the community

identify land and water areas on the map and globe.

In developing reading skills, the pupil should:

read store signs, food labels, and trade marks

read library books for enjoyment

continue to develop skills of phonetic analysis.

In developing social skills, the pupil should:

contribute ideas and outside materials for the use of the entire class

work efficiently with a group on a group task

volunteer information and co-operation with others.

Attitudes and Appreciations

The pupil should:

become increasingly aware of the interdependence of the community and the people who raise, process, or produce its food supply

appreciate the importance and value of food to the life of the community

realize that many people suffer want or scarcity of food.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 39-57

Burkhardt and McGuinness
Our Community
(Benefic) pp. 41-56

Durell, et al.
Social Studies 2
(Row Peterson) pp. 147-165

Durell, et al.
Social Studies 3
(Row Peterson) pp. 5-100

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 8-31

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 140-155

McIntire and Hill
Billy's Neighbors
(Follett) pp. 132-149

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 35-84,
199-204

Thomas, et al.
Your Town and Mine
(Ginn) pp. 30-67

Thomas, et al.
Stories About Sally
(Ginn) pp. 76-93

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Neighborhood
(American) pp. 40-69

Fraser and Hoy
Our Community
(American) pp. 40-61

Heffernan and Anderson
Days' River Farm
(Harr Wagner) pp. 1-74

Heffernan and Anderson
Foods from Near and Far
(Harr Wagner) pp. 1-74

Hugley and McGuigan
Around the Home
(Rand McNally) pp. 18-24, 42-101

Hunnicutt and Grambs
I Have Friends
(Singer) pp. 171-200,
149-163

LIBRARY

Allee, Veva E.
About the Vegetables in Your Plate
Melmont, 1955 (Gr. 4-6)

Allee, Veva E.
Frozen Food Plant
Melmont, 1955 (Gr. 3-5)

Banks, Marjorie
How Foods Are Preserved
Benefic, 1963

Banks, Marjorie
How We Get Our Dairy Foods
Benefic, 1963

Bendick, Jeanne
First Book of Supermarkets
Watts, 1954

Buchheimer, Naomi
Let's Take a Trip to a Bakery
Putnam, 1956 (Gr. 3-5)

Buehr, Walter
Bread, the Staff of Life
Morrow, 1959 (Gr. 4-6)

Colonius, Lillian
At The Bakery
Melmont, 1953 (Gr. 2-4)

Dean, Lucille
At The Dry Cleaners
Melmont, 1955 (Gr. 3-5)

Dean, Lucille
At the Laundry
Melmont, 1955 (Gr. 2-4)

DeAngeli, Marguerite L.
Ted and Nina Go to the Grocery Store
Doubleday, 1953 (Gr. K-2)

Floethe, Louise L.
Farmer and His Cows
Hale, 1957 (Gr. K-3)

Floethe, Louise L.
Fisherman and His Boat
Patterson, 1961 (Gr. 3-4)

Goodspeed, J. M.
Let's Go To A Dairy
Putnam, 1957 (Gr. 3-5)

Goodspeed, J. M.
Let's Go To A Garage
Putnam, 1953 (Gr. 3-5)

Goodspeed, J. M.
Let's Go To A Supermarket
Putnam, 1958 (Gr. 3-5)

Green, Mary Moore
About Apples from Orchard to Market
Melmont, 1960 (Gr. 3-5)

Greene, Carla
I Want To Be A Baker
Children's, 1956 (Gr. 1-3)

Greene, Carla
I Want To Be An Animal Doctor
Children's, 1956 (Gr. 1-3)

Hastings, Evelyn B.
At The Dairy
Melmont, 1958 (Gr. 2-3)

Huntington, Harriet
At The Service Station
Melmont, 1957 (Gr. 3-5)

Liffring, Joan
Dee And Curtis on a Dairy Farm
Follett, 1957 (Gr. 3-5)

Lindman, Maj Jan
Snipp, Snapp, Snurr and the Buttered Bread
Whitman, 1946 (Gr. K-2)

Lindman, Maj Jan
Flicka, Ricka and Dicka Go To the Market
Whitman, 1958 (Gr. 2-4)

Marlowe, Helena
Clarabelle Hatches Ten
Bobbs-Merrill, 1962 (Gr. 2)

Payton, Evelyn
About Farm Helpers
Melmont, 1958 (Gr. 3-5)

Schloat, G. W.
Milk For You
Scribners, 1951 (Gr. 4-6)

Shannon, Terry
About Food and Where It Comes From
Melmont, 1961 (Gr. 3-5)

Sootin, Laura
Let's Go To A Bank
Putnam, 1957 (Gr. 4-6)

FILMS

***Bread Making
11 min. color K-B-71

***Cheese and Cheese Making
10 min. color X-C-79

The Dairy Farm
15 min. b&w X-D-10

Eat for Health
11 min. b&w X-E-52

Eggs
11 min. b&w X-E-20

Food Store
11 min. b&w X-F-15

Food That Builds Health
10 min. b&w X-F-106

Meat—from Range to Market
11 min. b&w X-M-183

Milk
11 min. b&w X-M-6

Poultry on the Farm
11 min. b&w X-A-10

The Shepherd and His Sheep
11 min. color X-S-187

To Market, To Market
11 min. color X-M-85

Uncle Jim's Dairy Farm
11 min. color X-U-7

My Milkman, Joe
20 min. color X-M-212

Plants Make Food
11 min. color X-P-137

Why Foods Spoil
14 min. color X-W-118

FILMSTRIPS

Our Community Helpers - Series One
(2072) color
"The Baker"
"The Grocer"
"The Fireman"
"The Policeman"
"The Postman"
Long Filmslide

Big City—USA
(2160) color
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Working in the City"
"Keeping the City Alive"
E. B. F.

Community Helpers - Series Two
(2094) color
"Dentist"
"Milkman"
"Librarian"
"Service Station Attendant"
"Sanitation Dept. Crew"
Young America

How We Get Our Foods
(2086) color
"Story of Milk"
"Story of Bread"
"Story of Fruits and Vegetables"
"Story of Meat"
S.V.E.

Community Activities
(2092) color
"A Loaf of Bread"
"Milk We Drink"
Bowmar

Country Community
(2100) color
"Vegetables for the City" #90
"Bob Osborn, Farm Boy" #89
"Grass and Hay" #91
"Farm Animals at the Fair" #93

Food Clothing, Shelter
(2104) b&w
"How Man Learned to Shelter Himslef"
"How Man Learned to Make Cloth"
"Man's Shelter Today"
"Early Man and His Food"
Popular Science

Food for U.S. Growth and Processing
(2106) color
"Bread"
"Meat"
"Fish"
"Milk"
"Dairy Products"
"Fruits and Vegetables"
"Preserved Foods"
Curriculum

Food
(2164) color
"Kinds of Food"
"Where Food Comes From"
"Getting Food Ready for Market"
"Keeping Food from Spoiling"
"The Food Store"
"Food for Good Health"
E. B. F.

Wholesale Produce Market
(2166) color
Academy

MUSIC

This Is Music (Bk. 2)

"Supermarket"	p. 98
"To Market, To Market"	p. 125
"A Customer"	p. 127

Music In Our Town (Gr. 2)

"Making Cookies"	p. 10
"Breakfast"	p. 4
"A Customer"	p. 127

Music Now and Long Ago (Gr. 3)
"Where Bread Comes From" p. 60

Music Round the Town (Gr. 2)

"At The Little Corner Store"	p. 19
"On Our Ranch"	p. 28

POETRY

Favorite Poems, Old and New
"Vegetables" by Eleanor Farjeon p. 233
"Country Trucks" by Monica Shannon p. 243
"The Ice-Cream Man" by Rachel Field p. 249
"Animal Crackers" by Christopher Morley p. 43
"The Cow" by Robert Louis Stevenson p. 164

The Arbuthnot Anthology of Children's Literature
"The Cupboard" by Walter de la Mare p. 7
"The Chickens" by Rose Fyleman p. 67
"The Barnyard" by Maude Burnham p. 66

MUSIC

Music For Young Americans (Grade 2)

"Gingerbread Children"	p. 24
"The Picnic"	p. 33

Music Through the Year (Grade 3)

"Going to the Fair"	p. 17
"The County Fair"	p. 18
"I Have an Apple Tree"	p. 22

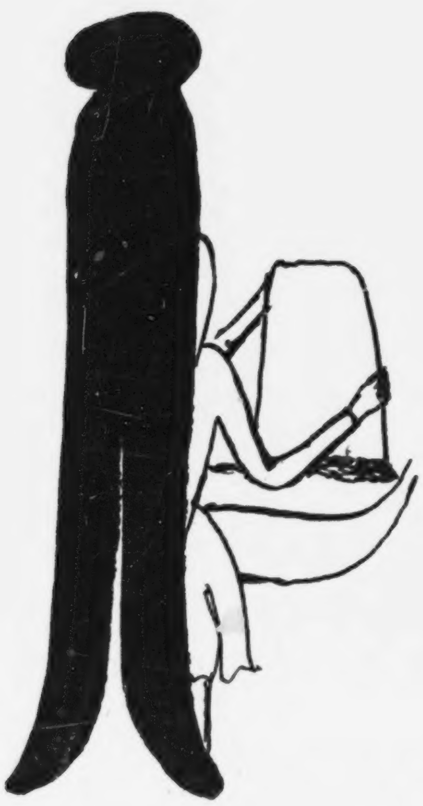
Singing and Rhyming (Grade 3)

"Nibblety, Nibblety, Nib"	p. 142-3
"Helping Mother Bake a Cake	p. 60
"The Cupboard"	p. 62
"Five Little Pumpkins"	p. 80

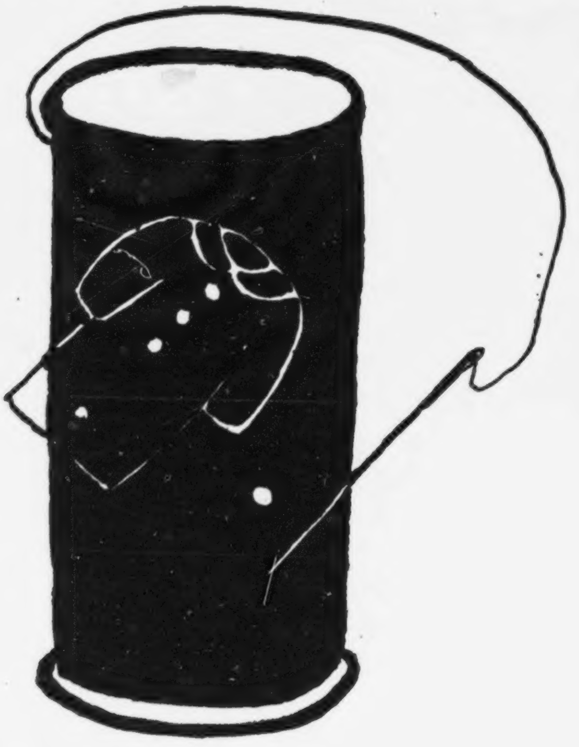
MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

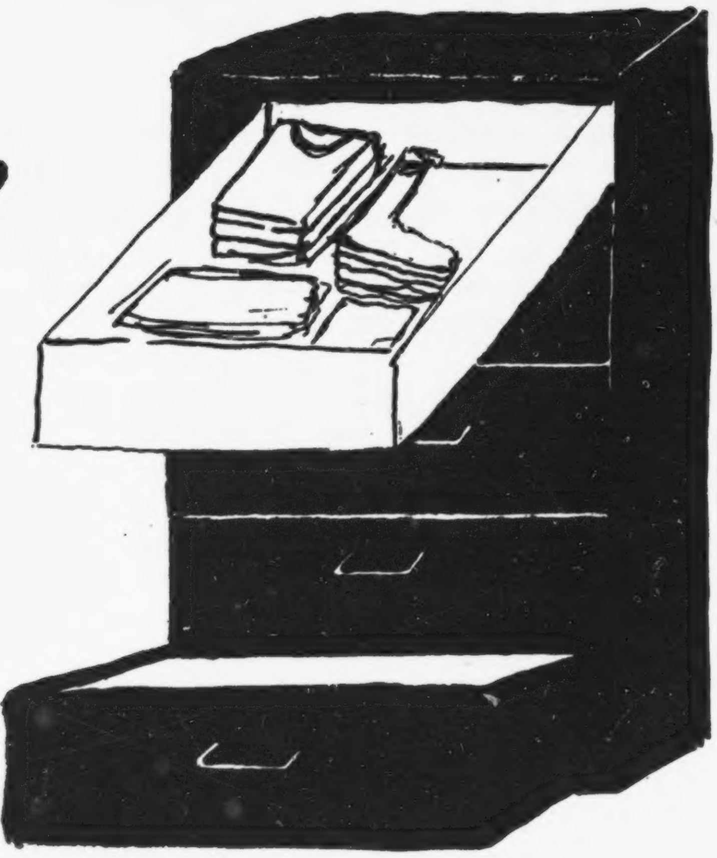
Buehr, Walter
Meat from Ranch To Table
Morrow, 1956 (Gr. 5-7)

Zim, Herbert
Your Food and You
Morrow, 1957 (Gr. 5-7)



WAYS OF TAKING CARE OF CLOTHING





GRADE 2

UNIT IV

CLOTHING IN OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Clothing is one of the basic needs of man.

The ways in which man meets his clothing needs vary according to his ways of living and the environment in which he lives.

The earth is the source of all materials for our clothing.

A community provides its inhabitants with places to purchase the clothing they need.

Modern inventions have improved the methods and increased the types of materials in making clothing.

Many people work to produce the clothing we need and use.

We are dependent upon many kinds of workers for making the things we need but cannot make ourselves.

Care and conservation prolong the life of clothing.

CONTENT

A. Purchase of clothing

- Places
  - Clothing store
  - Department store
  - Catalog
- Types of clothing
  - Underclothing
  - Dress clothes
  - Work clothes
  - Sport and play clothes
  - Seasonal and rain clothes
  - Shoes
  - Night or lounging clothes

B. Sources of clothing

- Plants
- Animals
- Synthetics

C. Types of materials

- Plant fibers
  - Cotton
  - Linen
  - Rubber
- Animal fibers
  - Wool
  - Silk
  - Felt
- Animal and reptile skins
  - Leather
  - Suede

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Purchase of Clothing

Discuss experiences about shopping trips taken with family to clothing stores, department stores.

*Take a walk around the community business section and observe the many types of stores that sell clothing. Make a chart based on this experience listing the names and addresses of the stores.

Make a map of the community business area on large sheets of paper. Show locations of clothing stores. If a flat map is constructed, models and figures of wood, cardboard, or clay may be used to designate points of interest.

*Bring in clothing catalogs from home and note the variety of types of clothing that are displayed.

Bring to class pictures of various types of clothing, cut pictures from catalogs, and divide these pictures into groups as follows: underclothing, dress clothes, work clothes, sport and play clothes, seasonal and rain, night and lounging cloths, and shoes. Mount pictures for display.

Observe pictures of people from all parts of the world and note the differences in dress and the reasons for these differences; for example, the difference in dress between the Eskimos and the Puerto Ricans. Build a bulletin board and entitle it "Everyone Needs Clothing." Write corresponding captions and subtitles.

Discuss the four seasons in relation to climate, temperature, and clothing worn. Make a chart listing these seasons and under each category place the corresponding type of clothing. For example:

Winter Clothing	Spring and Autumn Clothing	Summer Clothing
boots	galoshes	bathing suit
woolen mittens	raincoat	short pants
snow pants	rainhood	blouse
overcoat	umbrella	sandals
muffler	sweater	
	light weight coat	

***Make an individual booklet from the preceding chart. Write a composition to introduce each season; then illustrate the types of clothing worn in that season and write the corresponding name under the illustration. This booklet can also be used as a picture dictionary. A sample composition is given below:

> Winter is a season.
> Winter is a cold season.
> Winter comes in December and leaves in March.
> We wear warm clothing in winter.
> These are the things we wear in winter.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

learn location of local clothing stores and services

learn location of sources of clothing materials

associate types of clothing with environmental conditions; for example, clothing in cold or hot regions.

In gaining in reading ability, the pupil should:

read for a specific purpose

locate needed information with a story.

In developing social skills, the pupil should:

assist in setting up goals for group work

become more independent in carrying out work responsibilities.

Attitudes and Appreciations

The pupil should:

recognize the contributions of workers who supply basic needs

accept responsibility for care of clothing.

CONTENT

D. Manufacture of clothing

Textile making
Leather tanning
Rubber processing

Mass Producing
Custom tailoring
Home sewing

E. Care of clothing

Cleaning and laundering processes
Mending and repair work
Storing of clothes

*Listen to poems, such as "Galoshes" or "My Funny Umbrella." Discuss the importance of protecting clothes in stormy weather.

Sing songs about the fun of getting new clothes such as "New Shoes."

Listen as the teacher reads such stories as One Hundred Dresses by Eleanor Estes and note the too great interest some people show in clothing.

***Obtain books pertaining to the unit from the teacher-librarian. Read stories about cloth and the sources of cloth from books such as those in the Petersham series, Story Book of Cotton, and the like. Report to the class on the books read.

B. Sources of Clothing

View the filmstrip "How Man Has Learned to Make Cloth" from the serie. Food, Clothing, and Shelter. Discuss the progress man has made during the years in the processing of materials.

Exhibit samples on the bulletin board of different types of cloth and pictures of the animal, plant, and mineral sources with a title, such as "Can You Match These?"

*Discuss the sources of cloth which are known. Discuss with the class the question, "Where can we find information about the sources we do not know?"

Construct several charts illustrating the sources of clothing and showing representative types. An example follows.

Woolen cloth comes from a lamb or sheep.
These are samples of wool. (Show actual materials.)
We wear woolen gloves and coats. (Illustrate.)
We wear woolen socks and scarves. (Illustrate.)
We wear woolen hats and skirts. (Illustrate.)
Cotton comes from a plant.
These are pieces of synthetic cloth. (Show actual materials.)
We wear cotton skirts and blouses. (Illustrate.)
We wear cotton pajamas and under clothing. (Illustrate.)
We wear cotton playclothes. (Illustrate.)
Synthetic cloth comes from a machine.
These pieces are synthetic cloth. (Show actual materials.)
Synthetic cloth is artificial cloth.
Nylon, orlon, plastic, dacron are synthetics.
Much of our clothing today is synthetic.

*View the filmstrip series How We Get Our Clothing and learn the sources of the clothing we wear.

View the filmstrip "My Dad Is a Cotton Farmer" from the series Farm Fathers and note the appearance of the raw material and the processing method used on cotton before it is made into the clothing he wears.

C. Types of Materials

Compare samples of cloth made from natural fibers and man-made fibers. Discuss the advantages and limitations of each kind of cloth.

***Make a booklet with stories and illustrations describing several types of material, such as leather, suede, linen, silk. Discuss the reasons why one material might be worn in one country and not in another; for example, wool is worn in Scotland whereas it is seldom or never worn in Hawaii.

D. Manufacture of Clothing

Examine pictures on the manufacturing of clothing from reference books, newspapers, or magazines. Study the methods and machines used. (Although the explanation which accompanies the picture is presented at an advanced level, read appropriate selections to the class to explain the pictures.)

Write a class letter to a leather factory or textile manufacturing house and ask for information concerning the processing of these materials.

Take a walk to the home economics room in the school and ask the teacher to display some of the work the older children have done. Observe machines and tools used, such as sewing machines, yard sticks, needle and threads, button-hole machine.

E. Care of Clothing

Visit a shop in the neighborhood which specializes in the care of repair of clothing or shoes. Observe the work done and the tools used in these shops.

Write a story about the visit to the shop. Answer the questions what, why, and how the work is done in the stories.

Read stories about clothing from pages 96-161 in The New Under the Roof, an auxiliary reader. Discuss the care of clothing.

Write a story about the habits of care one can learn in regard to caring for his clothes.

*Make a list or chart which emphasizes these habits, as shown in the example below:

I care for my clothing.
I hang my clothes neatly.
I fold my clothes.
I brush my clothes.
In summer I store my winter clothes in bags.

Discuss reasons for changing school clothes to play clothes to prolong the life of school clothes.

***Make up rhymes which will emphasize better care for clothes. For example:

Johnny shines his shoes each day
No wonder his steps are light and gay.

Mary hangs her clothes just so
No wrinkles or spots to mark her low.

David puts his scarf inside his sleeve
No more hunting, try it please.

Prepare charts to show care of particular articles of clothing. Paste cut out pictures to the chart and demonstrate kinds, care, cleaning, and storing of the chosen article.

Relate climate to type of clothing worn in Chicago, Los Angeles, Tokyo, San Juan, and São Paulo. List the factors which influence the type of clothing worn in each of these urban communities. Find out whether climatic conditions influence the care as well as the choice of clothing.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 58-71

Burkhardt and McGuinness
Our Community
(Benefic) pp. 62-79

Durell, et al.
Social Studies 3
(Row Peterson) pp. 101-162

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 89-94

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 156-159

McIntire and Hill
Working Together
(Follett) pp. 91-124

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 85-110

Thomas, et al.
Your Town and Mine
(Ginn) pp. 68-99

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Community
(American) pp. 4-39

Heffernan and Anderson
Days' River Farm
(Harr Wagner)

Hugley and McGuigan
Around the Home
(Rand McNally)

Hunnicutt and Grambs
I Know People
(Singer) pp. 136-148

LIBRARY

Bill, Helen E.
Shoes Fit for a King
Watts, 1956 (Gr. 3-5)

Bromhall, Winifred
Belinda's New Shoes
Knopf, 1945 (Gr. 3-5)

Dean, Lucille
At the Dry Cleaner
Melmont, 1955 (Gr. 3-5)

Dean, Lucille
At the Laundry
Melmont, 1955 (Gr. 2-4)

Estes, Eleanor
Hundred Dresses
Harcourt, 1944 (Gr. 4-6)

Lazarus, Harry
Let's Go to a Clothing Factory
Putnam, 1961 (Gr. 4-6)

Lindman, Maj Jan
Flicka, Ricka, Dicka and the New Dotted Dresses
Hale, 1939

Linda, May
Snipp, Snapp, Snurr and the Red Shoes
Whitman, 1934 (Gr. 2-4)

McCall, Edith S.
How We Get Our Clothing
Benefic, 1961 (Gr. 2-4)

McCall, Edith S.
How We Get Our Cloth
Benefic, 1961 (Gr. 3-5)

Nightbert, Esther
True Book of Cloth
Children's, 1955 (Gr. 3-5)

RESOURCE MATERIALS

Olds, Helen
What Will I Wear
Knopf, 1961 (Gr. 3-4)

Pearson, Wanda L.
Buttons and His Sunday Coat
Steck, 1959 (Gr. 1-2)

Petersham, Maud
Story Book of Clothes
Winston, 1933 (Gr. 3-5)

Petersham, Maud
The Story of Cotton
Winston, 1939 (Gr. 3-5)

Petersham, Maud
Story Book of Rayon
Winston, 1939 (Gr. 3-5)

Petersham, Maud
Story Book of Silk
Winston, 1939 (Gr. 3-5)

Romano, Louis G.
This Is A Department Store
Follett, 1962 (Gr. 3-5)

Snavely, Ellen
Shoes for Angela
Follett, 1962 (Gr. 2)

Steiner, Charlotte
My Slippers Are Red
Knopf, 1957 (Gr. K-2)

Steiner, Charlotte
Karoleena's Red Coat
Doubleday, 1960 (Gr. K-2)

Wagner, Peggy
Hurrah for Hats
Children's, 1962
(Gr. 1-2)

Warners, Sophie
About Silkworms and Silk
Melmont, 1961 (Gr. 3-5)

FILMS

Clothing
10 min. b&w X-C-8

Cotton
11 min. b&w X-C-47

Making Cotton Clothing
11 min. b&w X-C-48

The Shepherd and His Sheep
11 min. color X-S-187

Synthetic Fibers (Nylon and Rayon)
15 min. b&w X-S-128

Wool
11 min. b&w X-W-35

A Strand of Silk
12 min. color X-S-173

Making Shoes
11 min. b&w X-S-41

FILMSTRIPS

Big City--U.S.A.
(2160) color
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Working in the city"
"Keeping the City Alive"
E. B. F.

Food, Clothing, Shelter
(2104) b&w
"How Man Learned to Shelter Himself"
"Man's Shelter Today"
"How Man Learned to Make Cloth"
"Early Man and His Food"
Popular Science

How We Get Our Clothing
(2108) color
"Story of Cotton"
"Story of Wool"
"Story of Leather"
"Story of Rubber"
S.V.E.

MUSIC

This Is Music (Bk. 2)
"The Shoemaker" p. 94
"I Had a Little Overcoat p. 96

Music In Our Town (Gr. 2)
"The Green Dress" p. 3
"Galoshes" p. 39
"Hat Parade" p. 60
"The Shoemaker" p. 75

The First Grade Book (Grade 1)
"Oh, Have You Got a Zipper Coat?" p. 7
"Mitten Song" p. 8
"New Shoes" p. 8

Music For Young Americans (Grade 1)
"Zipper Song" p. 47

Music For Young Americans (Grade 2)
"A Rainy Day" p. 174-5

Music Through the Year (Grade 3)
"The Raincoat Song" p. 114

POETRY

Arbuthnot Anthology of Children's Literature
"Shoes" by Tom Robinson p. 3
"The Cobbler" by Eleanor Chaffee p. 13
"Choosing Shoes" by Ffrida Wolfe p. 105
"New Shoes" by Alice Wilkins p. 105
"Galoshes" by Rhoda Bacmeister p. 157

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Crabtree, et al.
The New Under the Roof
University, 1957 (Gr. 2)

GRADE 2

UNIT V

HOMES IN OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Shelter is one of man's basic needs.

Man builds his home in various ways according to his way of living and the environment in which he lives.

People of an urban community live in many different types of homes.

People in an urban community may live in a building which provides home for one, several, or many families.

Materials for building homes come from various sources and places.

Many people in an urban community live in homes they rent rather than build for themselves.

People living close together in an urban community have to respect the privacy and property of each family dwelling.

Some urban communities may have more of one kind of housing than another.

Modern tools, machines, and materials have made it easier to provide housing.

A. Kinds of dwellings

- Single-family homes
- Multi-family homes
    - Housing project
    - Co-operative housing
    - Apartment hotel
    - Condominium

B. Factors in House construction

- Workers
    - Planners
    - Architects
    - Contractors
    - Construction workers
    - Utilities workers
- Machinery
- Materials
    - Brick
    - Wood
    - Steel
    - Aluminum
    - Glass
    - Concrete
    - Plaster
    - Insulation
- Financing
    - Banks
    - Government loans
    - Public funds

C. Maintenance of housing

- Care of homes
- Improvement of homes

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Kinds of Dwelling

Draw pictures of "My Dwelling." Share pictures and discuss with class. Tell about number of rooms, material his house is made of, people who live in his house.

Listen as the teacher explains the following new words: single-family and multi-family homes, housing projects, condominium, and co-operative housing.

Share experiences about families and friends who live in "different" kinds of houses.

Listen as the teacher explains that the city is made up of many kinds of homes, and communities are also made up of a variety of houses. Discuss the various types of dwellings in the community.

Make a map of the school neighborhood to observe the different types of dwellings. Discuss the reasons for the great variety. If the area is a housing project, discuss the reasons for the building of the project. Decide with the class how many dwelling units would be indicated by a dot to show density of population.

Collect and bring pictures of various types of houses to school. Identify these houses, make captions for them, and build a bulletin board display. Entitle it "Kinds of Housing."

Make a scrap book or chart using the words that denote dwellings and illustrate each word or type of dwelling as given below:

> Many families live in a housing project.
> A housing project is part of a community.
> These houses are very big.
> These houses are close together.
> There are schools and playgrounds here.

Tell why everyone wants a home.

View the filmstrips "Life in a Small Town" and "Life in a Large City" from Farm and City series and note the kinds of housing. Compare the small-town and large-city housing and discuss the reasons for low, single-family housing in the small town area to tall, high-rise, multi-family housing in the large city area.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Each family has a responsibility in making its home a pleasant and comfortable place to live.	
The families of the community have a responsibility to each other in the care and preservation of property they own or rent.	
Skills	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map readiness, the pupil should:	
identify important places on a large-scale floor map of the community	
construct maps of home layouts using blocks or models to show the floor plan.	
In developing reading ability, the pupil should:	
note familiar words used in new contexts	
use the table of contents to locate stories pertaining to a special subject	
use geographic terms related to sources, types, transportation of building materials.	
In developing social skills, the pupil should:	
share materials with others	
ask help in solving construction problems.	

***Take a bus trip around the city as a class or with the family and observe the numerous types of housing. Share this experience with the class. Follow the bus route on a map.

Write a class letter to the managers of several large apartment hotels in the downtown area of the city. Request information and pictures pertaining to the facilities offered and advantages of living in hotels.

Draw a mural of Chicago showing the many kinds of housing.

Bring pictures to class of people in other lands or other times who used different kinds of housing, for example, Eskimo people (igloos), Japanese people (sam pans), primitive peoples (grass huts), Indians (tepees). Match these with the American log cabin.

***Write several compositions about the reasons why people need shelter. A sample composition is given below.

Everyone needs a home.
There are many kinds of homes.
There are homes all over the world.
Homes vary.
A home gives us many things.
Homes give us shelter.
Homes keep us warm or cool.
Homes make us happy.
Families live in homes.
This is my home.
I hope you like it, too.

Read the book Homes Around the World by Kathryn Jackson. Observe the differences among homes, but also note how various homes meet the needs of the people they serve.

*Construct a "Home Around the World" display by making homes from various materials: blocks, plastic, straw, twigs, clay. Label each home.

Draw a flat map of the community and block in the houses by using one color crayola for single-family dwellings, another color for multi-family dwellings. Construct a legend or key and become familiar with its use.

***Make a blueprint using white chalk or blue construction paper, of home, school, or an imaginary home. (Show spatial arrangement, but do not attempt to draw to a scale.) Label the rooms.

Listen to the teacher as she reads stories and poems about houses, the people who live in them, and the happy events that go on inside them.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Attitudes and Appreciations	
The pupil should:	
exhibit a wholesome attitude toward the dignity of all occupations	
respect property and homes in the community	
take pride in the upkeep and care of his own home.	

B. Factors in House Construction

Listen to the teacher as she explains the new words "architect" and "contractor" and discuss the importance of these people in the planning and building of houses.

Make a list of the people who work in the building of a house. Make illustrations showing these people and the tools they use; for example:

carpenter	hammer, saw
plumber	wrench, screw driver
electrician	switch, plug
painter	paint can, brush, sponge
brick layer	bricks, putty

Make an individual booklet about each of these workers. Write compositions about each one and illustrate.

Bring to school various tools that these workers use. Display these on a table or a bulletin board. Label and write title and captions "It Takes Tools to Build a House" or "It Takes Work to Build a House."

Study pictures showing the construction of buildings. Discuss the work of the architect in planning a home. Examine a blueprint of a home to note the way the architect in his plan shows the size and arrangement of rooms.

Make a list of the materials that are used in the building of a house: plaster, insulation, bricks, cement, nails, wood, glass. Place these on a wall chart and illustrate. (This chart could be used as a picture dictionary.)

Make models of the machines and equipment used in building or bring toys to school which represent these machines. Explain how they operate. Discuss the ways in which modern machinery has helped man to build his homes easier and better.

Locate information on how housing materials are made or where they are obtained. Report to the class, as part of a group project, on the materials used in building homes.

Take a trip to a nearby hardware store or lumber yard and observe the varied building materials. Observe the way these materials are sold.

Construct a playhouse in the classroom using tools and materials brought from home or bought at the hardware store. Paint and finish both inside and outside.

Examine the pictures in the book Let's Take a Trip to Watch a Building Go Up by J. M. Goodspeed. Name the workers shown in the pictures who help in the building.

Observe workers at a construction site in the neighborhood. Tell how each worker helps as a member of the "building team."

Draw pictures of the workers. Write a story about the kinds of skill which each worker needs.

***Compare the construction of homes in other parts of the world. Note similarities and differences.

Examine pictures in the newspapers and magazines which show the furnishings in a home. Identify the objects which are in use in the home. Tell how furnishings help to make the home more attractive, comfortable, and efficient.

View the filmstrip series How We Get Homes and learn about the planning of a home, the building of a foundation, the building of the shell of a home, and the interior finishing of a home.

View the filmstrip "Man's Shelter Today" from the series Food, Clothing, Shelter and observe the many types of shelter found in the community.

View the filmstrip series Family Shelter Service and note the process involved in building from raw material to finished product - from tree to house.

Write a class letter to several banks asking for information concerning housing loans. Listen as the teacher reads points of interest.

Discuss the necessity of saving money and of opening a bank account for future planning, for future buying, for knowledge of budgeting relative to buying a home when grown-up.

***Draw the kind of "dream" house he would like when he grows up.

C. Maintenance of Housing

Discuss the reasons why it is necessary to improve the appearance of the outside of the home. List the ways in which families in the community work together to make the community a more attractive place.

*Take a walk in the community and observe the way in which people care for and improve their homes.

Suggest some rules to follow in the care and conservation of homes and public places in the community.

Construct a filmstrip viewer. At the ends of a shoe box, cut openings--one a rectangle; the other, a circle. At the top and bottom of the box and near the end with the rectangular opening, cut slits. On the "film" draw a picture story which tells in sequence some phase of the unit's work: kinds of homes, workers, construction machines, and building the home. Make the drawings of crayon on newsprint paper. If more transparency is desired, a light coat of linseed oil may be applied to the back of the drawing. Thread the film through the slits to view the story.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Community
(Benefic) pp. 17-40

Durell, et al.
Social Studies 3
(Row Peterson) pp. 163-213

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 152-160

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 6-7, 26-27, 160-166

McIntire and Hill
Working Together
(Follett) pp. 9-40

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 111-120

Thomas, et al.
Your Town and Mine
(Ginn) pp. 100-129

AUXILIARY

Fraser and Hoy
Our Neighborhood
(American) pp. 114-133

Fraser and Hoy
Our Community
(American) pp. 62-99

Hugley and McGuigan
Around the Home
(Rand, McNally) pp. 136-168

Hunnicutt and Grambs
I Know People
(Singer) pp. 94-103

LIBRARY

Burns, William A.
A World Full of Homes
McGraw, 1953 (Gr. 4-6)

Carter, Katherine
True Book of Houses
Children's, 1957 (Grade 2-4)

Evers, Alf
Abner's Cabin
Hale, 1957 (Gr. 3-5)

Faulkner, Georgene
Melindy's Medal
Messner, 1945 (Gr. 4-6)

Greene, Carla
I Want to Be A Carpenter
Children's, 1959 (Grade 1-2)

Goodspeed, J.M.
Let's Take A Trip To Watch a Building Going Up
Putnam, 1956 (Gr. 2-4)

Hurley, William
Dan Frontier and the New House
Benefic, 1961

Kaune, Marriman
My Own Little House
Follett, 1957 (Gr. 1)

Leavitt, Jerome
True Book of Tools For Building
Children's, 1955 (Gr. 3-5)

Liang, Yen
Skyscraper
Lippincott, 1958 (Gr. 2-4)

Miles, Betty
House for Everyone
Knopf, 1958 (Gr. K-2)

Myller, Rolf
How Big Is A Foot?
Atheneum, 1962
(Gr. K-2)

Parsons, Virginia
Happy Nursery Book, Homes
Doubleday, 1958 (Gr. K-2)

Provus, Malcolm
How Families Live Together
Benefic, 1963 (Gr. K-2)

Shapp, Martha
Let's Find Out About Houses
Watts, 1962 (Gr. 1-2)

FILMS

Building A House
11 min. b&w X-B-53

Making Bricks For Houses
10 min. b&w X-M-104

Making Glass
10 min. b&w X-M-115

Planting Our Garden
11 min. color X-P-87

Safety in the Home
14 min. b&w X-T-70

Taking Care of Our Garden
10 min. color X-T-70

Tony Learns About Fire
20 min. b&w X-T-73

FILMSTRIPS

Big City--U.S.A.
(2160) color
Eye Gate House

The City Community
(2162) color
"Here is the City"
"Living in the City"
"Working in the City"
"Keeping the City Alive"
E. B. Films

Family Shelter Service
(2096) color
"Planning a Home"
"Building a Home"
"My Dad is a Carpenter"
"From Tree to Homesite"
"Men and Building Materials"
Long Filmslide

Farm and City
(2080) color
"Life in a Small Town"
"Life in a Large City"
Visualcraft

Food, Clothing, Shelter
(2104) b&w
"How Man Learned to Shelter Himself"
"Man's Shelter Today"
"How Man Learned to Make Cloth"
"Early Man and His Food"
Popular Science

Children of Some North Atlantic Countries
(2176) color
Eye Gate House

How We Get Homes
(2110) color
"Planning the Home"
"Building the Foundation"
"Building the Shell of the Home"
"Finishing the Home"
S.V.E.

MUSIC

This Is Music (Bk. 2)
"Let's Build a Town"
p. 108

Music In Our Town (Gr. 2)
"Old House" p. 61

Music Now and Long Ago (Gr. 3)
"The Carpenter" p. 63

Music Round the Town (Gr. 2)
"Builders At Work" p. 30

POETRY

Favorite Poems, Old and New
"Skyscrapers" by Rachel Field p. 244
"Song For A Little House" by
Christopher Morley p. 29
"Prayer For This House" by
Louis Untermeyer p. 57
"Block City" by Robert Louis
Stevenson p. 103
"What Do We Plant?" by Henry
Abbey p. 211

MUSIC

Music For Young Americans (Kindergarten)
"My Tree House" p. 20

Music For Young Americans (Grade 1)
"Home" p. 10

Music Round The Town (Grade 2)
"Home On the Range" p. 29

Music Through the Year (Grade 3)
"My Mothers House" p. 45
"Over the River" p. 48

MATERIALS FOR REFERENCE AND ADAPTATION
BY THE TEACHER

Jackson, Kathryn
Homes around the World
Silver Burdett, 1957 (Gr. 3-5)

GRADE 2

UNIT VI

SCHOOLS IN OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Overview of schools
All people educate their children to prepare them for living successful lives as adults according to their own way of living.	Kinds of schools Purposes of schools Financing schools
An urban community provides many kinds of education for various groups of children and adults.	B. Other services of schools Adult classes Social centers Citizenship classes Voting center
The inhabitants of our community help pay for the costs of public education through property taxes and rents.	C. Conservation of school property
The community educates its people to be effective citizens of our democracy.	Proper use Cost to citizens Community pride
Without educated citizens our democratic way of life would fail.	D. Workers in our schools
All people in a community derive benefits from the schools of the community and are responsible for their success and conservation.	Pupils Faculty Maintenance staff
The community is dependent upon the work of many people to make their schools successful.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Overview of Schools

Share experiences of the happy times at school by discussing the things done in work and play, the friends at school, and the reasons for attending school.

*Make a wall chart listing the reasons for school attendance. A sample chart follows.

We attend school
to learn many things
to learn good work habits
to learn how to play
for both fun and work
because we want to.

***Share experiences about the many kinds of schools seen in the community and in other parts of the city. Tell about size or appearance, kinds of people who are in attendance, days and hours school is in session. (Become acquainted with night school, Saturday sessions, summer sessions, schools that teach business courses, adult class sessions.)

Write a class letter to a university or business college requesting a folder of information about classes, courses offered.

Make a map of the community and designate schools by using the square with the flag on it to indicate the school. Make a map key and become acquainted with its use and indicate cardinal directions.

Read or have the teacher read the book Schools around the World by Patsy Scarry. Observe the interesting things that the children are doing and the appearance of the schools they attend. Note the similarity of activity and work between "other" schools and this school.

Listen as the teacher explains the means by which schools are supported or financed. Learn the meanings of taxes, rents, finance.

List the people who help finance and support the school. Among others this list will include family members, neighbors, friends, people who live in the community, people who live outside the community as well as people in business and industry and services.

Share experiences about persons known or family members who have taken adult courses.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

The schools of the community reflect the work and citizenship of their pupils and other members of the community.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

locate on a community floor map his own and any other types of schools located within the community

compute the distance in blocks from his home to his school

use cardinal directions in describing the relation between his home and school and the layout of community streets

visualize the map as a scaled representation of all or a part of the earth's surface.

In developing reading skills, the pupil should:

obtain specific information from complex sentences

perceive main ideas and sequence in stories, questions, and written directions

increase reading and speaking vocabulary.

Review the meaning of the term "rent". Observe that the rent paid by parents helps the landlord to pay taxes which are spent by the government for education and other public services.

Ask a high school student or college student to talk to the class about the purpose or his reasons for attending school.

*View the filmstrip "A Day at School" from the series Living Together and discuss the similarities which are evident between the school in the filmstrip and his school.

View the filmstrips "The Country School" and "Field Day at School" from the series Country Community and discuss both the differences and similarities found between country community and city community school.

Draw a picture of the school building. Manuscript the school's name on the building. Draw surrounding houses. Scale size of the school and homes; show the relative sizes.

Listen as the teacher reads True Book of Schools by Benjamin Elkin and observe how many similar things take place during a school day.

Visit other class rooms in the school and find similarities in equipment and activities. Write an experience story about the trip, emphasizing the purpose of school.

***Discuss the experiences that would occur if schools shut down or if children were not allowed to attend school. Point out that a lack of education would affect citizenship, co-operation, and experience for handling skilled jobs.

B. Other Services of Schools

Listen as the teacher tells about experiences while taking adult or graduate courses. Note the "after school" hours of work done and the reasons for this study and work.

*Visit a Chicago Public School social center and learn about the facilities and the people who take advantage of this service. Observe the many classes in progress, the work being done, and the wide range of ages found among those on the teaching staff and those in attendance.

Listen as the teacher tells about citizenship classes and the neighbors who attend these.

Write a composition about the advantages of being a citizen of the United States of America and about ways to become a better citizen.

View the filmstrip series Growing in Citizenship and learn how a good citizen respects property, is honest, is well-informed, obeys rules and laws, grows in responsibility, and co-operates with others.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing social skills, the pupil should:	
conduct self as a good school citizen	
accept responsibility for his behavior in learning and social situations	
develop greater confidence in classroom and school yard activities.	
Attitudes and Appreciations	
The pupil should:	
recognize the value and importance of education to himself and the community	
realize that education is his preparation for successful adult life.	

***Tell about how people who have attended citizenship classes have become American citizens.

Ask a person who has received his citizenship papers to talk to the class and tell things he learned in his citizenship class.

C. Conservation of School Property

*Discuss the many ways of caring for the school and surrounding property.

Make a class chart of the methods to maintain and improve the school:

Our School Helps Us--We Help Our School

We are learning to accept responsibilities.
We help to make our rules.
We help to plan our lessons.
We obey school rules.
We are proud of our school.
Our school is proud of us.

Discuss the filmstrip "Good Citizens Respect Property" from the Growing in Citizenship series and learn about the ways to improve the property around both school and home.

***Review with the teacher understandings related to school finance and the school's dependence upon taxes and rents for maintenance and improvement. Observe as the teacher makes a diagram of a dollar on the chalkboard and divides this dollar according to the tax and rent given to the government for its schools. Show how broken windows will require higher taxes.

Write compositions about the reasons to be proud of the school and community. Arrange these compositions on the bulletin board and write captions such as are listed below.

I am proud of my school.

It is big.
It is clean.
It helps me.
I help keep my school clean.

I am proud of my community.

It is clean.
It helps me.
I help keep my community clean.

D. Workers in Our Schools

List the people who work in the school. Illustrate this list by making individual pictures and mounting these on a bulletin board. Write a title and caption as follows:

These are workers at our school:

boys and girls
teachers
principal
clerks
engineer
clean-up helpers
(custodial staff)

Take a walk around the school and become acquainted with the workers. Observe the different work they do. Write and illustrate compositions about these workers. Sample compositions are given below.

Mr. ______________ is our school engineer.
He does many things.
He keeps our school warm and lighted.
He works to keep our school clean and safe.

This is Miss ____________.
She is our principal and friend.
She is the head of our school and does many things.
She takes care of boys and girls.
She helps our teachers, too.
She helps us everyday.

Make individual booklets of these compositions. Mount the compositions on construction paper. Use separate pages for the illustrations. Display on the bulletin board or display table.

View the filmstrip series School Helpers and learn more about the workers and how they contribute to a successful school day.

Ask a member of the working staff to talk to the class and tell the duties and responsibilities of his job in relation to school services.

Discuss the many "outside" people who are employed in the maintenance and improvement of the school, such as the fireman, subject consultants, parents, businessmen in the community. Discuss their function in relation to the community and school and the abilities involved in their work.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 128-147

Burkhardt and McGuinness
Our Community
(Benefic) pp. 57-61

Hanna, et al.
In The Neighborhood
(Scott Foresman) pp. 82-93, 175-180

McIntire and Hill
Billy's Neighbors
(Follett) pp. 5-18, 59-63

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Community
(American) pp. 174-197

LIBRARY

Beim, Jerrold and Lorraine
Smallest Boy in the Class
Knopf, 1950 (Grade 2-4)

Beim, Jerrold
Time for Gymn
Knopf, 1957 (Gr. 3-4)

Colonius, Lillian
At the Library
Melmont, 1954 (Gr. K-2)

Elkin, Benjamin
True Book of Schools
Children's, 1958 (Gr. 3-4)

Hastings, Evelyn
Big New School
Follett, 1959 (Gr. 1-2)

Hoffman, Elaine
School Helpers
Melmont, 1955 (Gr. 1-3)

Martin, Patricia
Show and Tell
Putnam, 1962 (Gr. K-2)

Thompson, Frances B.
About Doctor John
Melmont, 1959 (Gr. 2-4)

Thompson, Frances B.
About Miss Sue, the Nurse
Melmont, 1959 (Gr. 2-4)

FILMS

School Rules: How They Help Us
10 min. b&w X-S-144

FILMSTRIPS

All Kinds of Houses
(2090) color
Bowmar

Big City--U.S.A.
(2160) color
Eye Gate House

Country Community
(2100) color
"The Country School"
"Field Day at School"
Curriculum

Growing in Citizenship Series
(2204) color
Young American

Living Together
(2062) color
"A Day at School"
S.V.E.

Our School Workers
(2076) color
"The Teacher"
"Custodian"
"Safety Patrol"
"Principal"
"School Nurse"
"Cafeteria Workers"
Young America Films

MUSIC

Music In Our Town (Gr. 2)
"I'm On My Way" p. 37

Music For Young Americans
(Bk. 3)
"Starting the Day" p. 2
"Our Classroom" p. 4
"Song of Colors" p. 9
"Flag Song" p. 105
"America" p. 106

Music Round the Town (Bk. 2)
"We Play Our Band" p. 73

POETRY

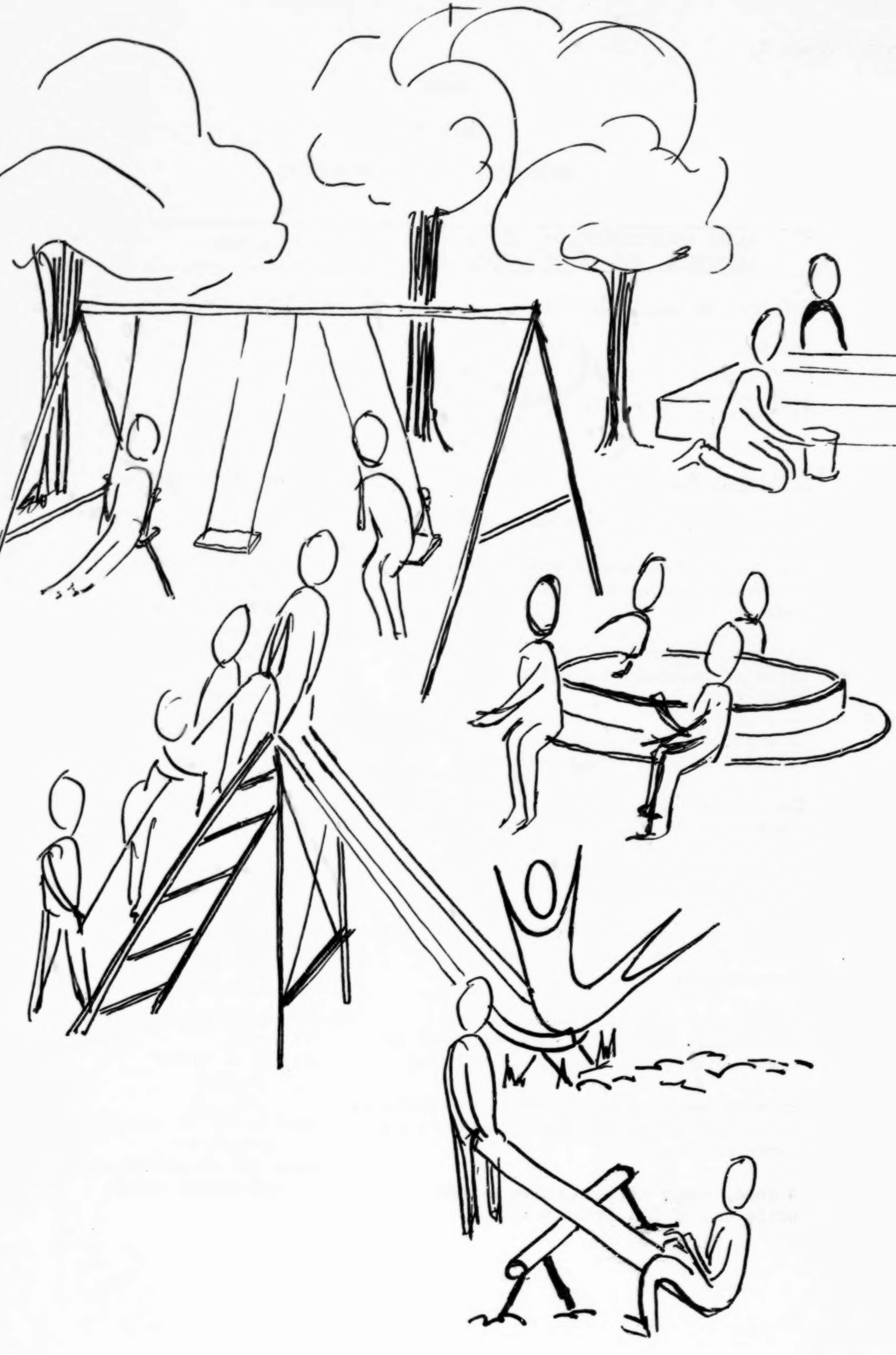
Favorite Poems, Old and New
"The Library" by Barbara Huff p. 250
"School Bell" by Eleanor Farjeon p. 79

MATERIALS FOR REFERENCE OR
ADAPTATION BY TEACHER

Boehm, Peggy
Story of Schools
Sterling, 1958 (Gr. 6-8)

Sawyer, Ruth
Enchanted Schoolhouse
Viking, 1956 (Gr. 5-7)

Scarry, Patsy
Schools around the World
Silver Burdett, 1957 (Gr. 2-4)



GRADE 2

UNIT VII

RECREATION FOR OUR COMMUNITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge The pupil should acquires a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: All people need healthy and pleasant recreation to satisfy their inner needs. An urban community offers a variety of types of recreation for its inhabitants. Location, climate, and ways of living affect the types of recreation.	A. Places for recreation Kinds Parks Playgrounds Benches Field houses Forest preserves Others Location Neighborhood Community Other parts of the city Places near the city
The recreational facilities of the community are public property and their proper use and conservation is the responsibility of all its inhabitants. In a large urban area some recreational facilities are shared by many communities.	B. Types of recreation Games and sports Hobbies and interests Picknicking Sightseeing Seasonal activities
Public recreational facilities are provided for and maintained by means of taxes paid by all members of the city. Private agencies also provide recreational facilities which are endowed by private contributions. A good, happy citizen makes worthwhile use of his leisure time.	C. Provision and maintenance Source of funds Public Private Employment of workers and caretakers Care and conservation by individual users

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Places for Recreation

Share experiences about the activities in the community for play and recreation. List them on the chalkboard.

Arrange pictures on the bulletin board of children playing in parks and playgrounds. Discuss similar experiences which the pupils had in neighborhood parks or playgrounds.

View one of the following filmstrips "A Trip to the Beach" or "A Trip to the Zoo." Discuss the differences in parks throughout the city. Point out ways in which many parks are similar.

*Survey the neighborhood and list the places set aside for recreation. Check those which are parks or playgrounds. Find out why the city provides parks and playgrounds for the people of the city.

***Mark the locations of large parks in the city on a Chicago map. (An "Aerial Park Map of Chicago" may be obtained from the Chicago Park District.)

*Write a story about a visit to a park with family members. Tell where it is located and what was enjoyed most.

***Tell a story about the person for whom a park was named.

Make a list of private recreational centers in the community. Find out what facilities are offered for worthy use of leisure time and how they are supported.

Sing songs about favorite play activities. Create original rhythmic activities to interpret songs and games.

Plan a trip to a nearby park to observe the facilities for recreation. Make a list of questions to guide the exploration of facilities for children and grown-ups. Discuss the importance of the park as a means of family recreation.

*Collect pictures or postcards of the important parks in Chicago. Write one sentence telling an interesting fact about the park. Mount the picture and story on construction paper to display in the room.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS | CONTENT

Each person is responsible for obeying laws and rules for the safe and continued use of recreational facilities by all.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

learn the location of recreational facilities in the community

compute distance in blocks from home to parks and playgrounds.

In developing reading ability, the pupil should:

read safety signs, announcements, directions, and posters

add to speaking and sight vocabulary.

In developing social skills, the pupil should:

follow safety rules because of concern for the welfare of others

practice care in the use of recreational facilities so that all may benefit from them.

Attitudes and Appreciations

The pupil should:

appreciate the value and advantages of public recreational facilities

Invite the recreation director from the neighborhood park to talk to the class about the program offered for school children.

Make a large floor map of the park. Locate the various facilities and equipment by drawing pictures on the map or by making a 3-D map through the use of blocks, discarded boxes, twigs, wire, and wood. Compute the distance to the park from school or home using the map as a guide.

***Discuss the safety rules for using equipment and park facilities. Compose a set of rules suggested by the group. Examine the list to select the most important rules. Revise the list and manuscript it on a chart to be displayed in the room or the library.

View the filmstrip "Our Parks and Playgrounds" from the Community Services series. From personal knowledge note the similarities between parks and playgrounds with those in the filmstrip.

Hold an outdoor classroom period on the school playground. Plan rules for proper use of equipment during play periods. Select pupils to demonstrate these rules.

*Write letters to the Chicago Park District and the Forest Preserve District asking for information on the parks and recreation facilities offered in the city and nearby suburbs. Examine the information and share it with the class.

Invite a representative of the Forest Preserve District to speak to the class about the value of forest preserves as sanctuaries for plant, animal, and bird life.

*Make a mural showing how parks help us to live better. Work in groups to draw or paint pictures which show that parks help us find recreation, education, friends, and a love of the beauty in nature.

Create a title for the mural. Be able to explain how the pictures show the importance of parks to people who live in large cities.

B. Types of Recreation

*List the games and sports that he likes best and bring in pictures of these. Make a class book and display it.

Ask the physical education instructor to play some new games during the gym period. Tell other children how to play these games.

Tell about personal hobbies and those of relatives and friends. Bring equipment needed for hobbies and demonstrate to the class.

Take a trip to a community center and become acquainted with the recreational facilities and with the people who are employed in the program of the center.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
accept responsibility for the conservation of public property	
recognize the contribution of taxpayers to the well-being of all members of the community	
appreciate the contributions of private agencies to community life.	

Plan with the teacher or his parents and take a sightseeing bus trip around Chicago and note the recreational facilities. Record the route of the bus trip on a map.

Make a chart of the games and sports enjoyed in each season:

Winter	Spring	Summer	Autumn
sledding	baseball	swimming	football
hockey	roller skating	boating	bicycling
ice skating	jumping rope	fishing	fishing
skiing	boating	baseball	
tobogganing	playing marbles	bicycling	
	playing jacks	horseback riding	

***Discuss the places where these games and sports occur. Make an individual booklet of these games and sports. Illustrate the written stories.

View the filmstrip "A Neighborhood Picnic" from the At Home and School series. Observe how the people work together for the enjoyment of all.

C. Provision and Maintenance

Listen as the teacher tells about the sources of public funds and the benefits the community recreation centers derive from the funds. Review taxes and rents as a source of these funds.

Identify private agencies in the community which offer recreatory facilities such as movies, bowling, roller rink, and others.

Observe park workers at work and make a list of the various kinds of workers needed to operate the parks. Draw or paint pictures of these workers. Assemble workers' pictures in a large book with stories about their work.

View the film "Our Community" to observe the recreation workers which the community provides. Add others. Discuss the reasons we have a responsibility to those who provide these services for us.

*Tell stories about the many ways each person can help to care for buildings, equipment, and plants in the park.

Make signs which are used in the park to direct attention to the proper use of the park, such as "No Bicycles Allowed," "Pedestrian Walk." "Keep Off the Grass," and "Please Do Not Pick Flowers." Read the signs and discuss their meanings.

***Plan and construct a table-top "perfect" park. Work in groups laying out the design, constructing buildings and equipment, and making figures to place in the park. Perhaps the idea of a "Park of the Future" might stimulate imagination as to possible new equipment for the school playgrounds. Invite other rooms to see the exhibit.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Community
(Benefic) pp. 142-161

Durell, et al.
Social Studies 2
(Row Peterson) pp. 5-50

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 72-79
136-142, 170

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 36-41
94-95, 181-185

McIntire and Hill
Billy's Neighbors
(Follett) pp. 49-58, 39-48

McIntire and Hill
Working Together
(Follett)

Thomas, et al.
Your Town and Mine
(Ginn) pp. 15-153

Thomas, et al.
Stories About Sally
(Ginn) pp. 28-32

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Neighborhood
(American) pp. 134-165

Fraser and Hoy
Our Community
(American) pp. 218-237

LIBRARY

Barr, Jene
Miss Terry At The Library
Whitman, 1962 (Gr. 2-3)

Battle, Florence
Jerry Goes on a Picnic
Berkley, 1952 (Gr. 2-3)

Bauer, Helen
Good Times at the Park
Melmont, 1954 (Gr. 2-4)

Hader, Berta H.
Lost in the Zoo
Macmillan, 1951 (Gr. K-2)

Hastings, Evelyn B.
About Playground Fun
Melmont, 1955 (Gr. 1-2)

Jackson, Kathryn
Day at the Beach
Simon, 1951 (Gr. 1-2)

Kettelkamp, Larry
Kites
Morrow, 1959 (Gr. 4-6)

Koch, Dorothy
I Play At The Beach
Holiday, 1955 (Gr. 2-3)

McCall, Edith S.
Buttons At The Zoo
Beckley, 1954 (Gr. 1)

McCloskey, Robert
Make Way for the Ducklings
Viking, 1941 (Gr. K-2)

Perkins, Marlin
Zooparade
Rand McNally, 1954 (Gr. 2-3)

Sauer, Julia L.
Mike's House
Viking, 1954 (Gr. K-2)

Schlein, Miriam
Pile of Junk
Abelard, 1962 (Gr. K-2)

RESOURCE MATERIALS

Snyder, Dick
One Day at the Zoo
Scribner's, 1960 (Gr. K-2)

Sootin, Laura
Let's Go to a Concert
Putnam, 1960 (Gr. 4-6)

Sootin, Laura
Let's Go to a Zoo
Putnam, 1959 (Gr. 4-6)

Tensen, Ruth M.
Come To The Zoo
Reilly, 1948 (Gr. 1)

Thorn, Samuel
Let's Try
Beckley, 1953 (Gr. 2)

Zolotow, Charlotte S.
Park Book
Hale, 1944 (Gr. K-2)

FILMS

The Zoo
11 min. color X-Z-2

Wild Animals' Families
11 min. color X-W-106

FILMSTRIPS

The Neighborhood Community
(2088) color
"Robbie's Neighborhood"
"Different Neighborhoods"
"Sharing With Neighbors"
"Places We All Own"
"Neighborhood Workers"
"In and Out of the Neighborhood"
E. B. F.

Big City--U.S.A.
(2160) color
Eye Gate House

Community Services
(2098) color
"Our Library"
"Our Fire Department"
"Our Police Department"
"Our Postoffice"
"Our Health Department"
"Our Parks and Playgrounds"
E. B. F.

Arbor Day
(2152) color
Bureau of A-V Instruction
University of Nebraska

MUSIC

This Is Music (Bk. 2)
"The Park With The Zoo"
p. 103

Music In Our Town (Gr. 2)
"Playground Games" p. 52

Music For Young Americans
(Bk. 3)
"The Skaters' Waltz" p. 85

Music Round the Town (Bk. 2)
"Picnic in the Park" p. 39
"Strolling By" p. 40
"The Zoo" p. 42
"The Swing" p. 44
"Yankee Doodle" p. 48
"America the Beautiful" p. 50
"Looby Loo" p. 101

POETRY

Favorite Poems, Old and New
"At The Zoo" by A.A. Milne p. 251
"At The Aquarium" by Max Eastman
p. 252
"Roller Skates" by John Farrar
p. 106
"A Sledding Song" by Norman
Schlichter p. 115
"Play Time" by William Blake
p. 99

GRADE 2

UNIT VIII

EFFECT OF WEATHER AND CLIMATE ON OUR WAY OF LIVING

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

We get heat and light from the sun.

The sun is many times larger than the earth but seems small because it is so far away.

As any part of the earth turns toward the sun, the sun seems to rise; as it turns away from the sun, the sun seems to set.

The earth's axis is a make-believe line extending through the center of the earth from pole to pole.

The earth turns (rotates) on its axis from west to east.

The North Pole is the point farthest north on the earth; the South Pole is the point farthest south.

Directions are determined by the poles. To go north means to go toward the North Pole.

Halfway between the poles is a make-believe line called the equator where the seasons change very little.

CONTENT

A. Elements of weather and climate

Definition of weather
Elements of weather
    Cloudiness
    Clearness
    Moisture
    Wind
Elements of climate
    Regional
    Precipitation
    Seasons

B. Seasons of the year

Fall
Winter
Spring
Summer

C. Effects of the seasons in various areas

Plant and animal reaction
Food, clothing, shelter
Work and play
Length of daylight
Ways of getting about the community

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of Weather and Climate

Make a large monthly calendar with a legend and fill in the days according to weather:

March

Mon.	Tues.	Wed.	Thurs.	Fri.
☀	☂	🌤		

Legend

sunny ☀
rainy ☂
fair 🌤

*Make a large weather chart from posterboard and hang it up in the room. Change daily as given in example: "It is a sunny spring day."

Bring the daily weather forecast to school and post it. Take readings on an outdoor thermometer at the same time each day. Chart on a graph. Note the general direction of the line for one month. Post the graph on the board, also.

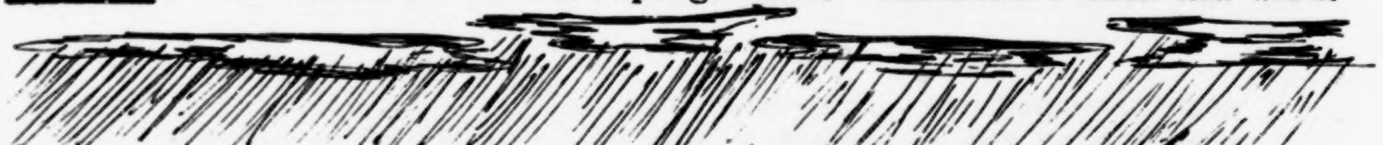
***Help the teacher measure his shadow at different times during the day. Note changes in the direction which the shadow "travels." Make diagrams to show the sun's position and the shadow's relation to the sun.

Make a weather vane and display it. Discuss the advantages of an airport weather vane and its significance to air travel.

***Keep an account of the community's rainfall for one month. Time the length of showers. Put data on a chart and post it on the bulletin board.

View the filmstrip "All Kinds of Weather" from the Fundamentals of Science series, and become acquainted with the reasons the study of weather and climate is interesting and useful.

Make a word dictionary including moisture, precipitation, seasons, cloud, regional. Add words as the unit progresses. Illustrate each new word.



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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

The turning of the earth on its axis causes day and night. Half the earth is always turned toward the sun; half is always in shadow.

Many lands have four seasons, and the weather changes with the seasons.

The appearance of the land changes with the seasons.

Food, clothing, shelter, and transportation needs are affected by the weather and the seasons.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

- locate the North and South poles on the globe and map
- locate the equator on the globe and map
- relate cardinal direction to the poles
- become familiar with weather maps in newspapers and on television.

In developing reading ability, the pupil should:

- associate pictures of weather in season with their correct titles
- build verbal vocabulary and concepts of climate, weather, seasons, poles, and equator.

Observe cloud formations on several successive days to discover how the clouds change from time to time and to see what relation they have to the weather.

View the film "Weather Station" and observe the instruments and the records kept, and find out about how the data are used to forecast weather.

Listen as the teacher explains and discusses the simple concept concerning the revolution of the earth around the sun which is responsible for the seasons.

B. Seasons of the Year

Talk about the months that make up one season. List the month names on the chalkboard. Pantomime activities engaged in during these months.

Plan a bulletin board centered around the four seasons. Collect and bring pictures representative of each season. Write interesting captions and short original stories to go with each picture.

Talk about the characteristics of each season in Chicago. Make a class textbook for each season, telling characteristics. An example follows:

Autumn	Winter
cool winds	cold winds
twirling fires	blowing snow
falling leaves	short days
brilliant colors	snow games
crunching sounds	crunching sounds
back-to-school	clear skies
football games	long shadows

View the filmstrips "Fall Fun" and "Summer Fun" from the series Social Studies Rhymes for the Very Young and observe the outdoor activities and clothing that are characteristic of each season.

View the filmstrip series The Calendar and review understandings concerning how time is measured in days, months and years.

Make individual thermometers and indicate outdoor temperature and range from day to day. Keep a record.

Read the book A Pocketful of Seasons by Doris Foster. Discuss the illustrations and the interesting features of each season.

C. Effects of the Seasons in Various Areas

Discuss each season and its effect on outdoor plant life in Chicago. Plant individual planters and learn the requirements for plant growth (in any season.) Discuss such understandings as the reasons for frozen soil in winter, thawing soil in spring, fertile soil, nonproductive soil, the relation of sun to soil.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
retell a story to which he has listened	
read and understand stories about seasons	
read easy library books on climate and weather.	
Attitudes and Appreciations	
The pupil should:	
appreciate the beauty and wonder of nature's changing appearance through the year	
observe the effects of natural phenomena in the world and people about him.	

Discuss each season and its effect on outdoor animal life. View the film Animals in Winter and learn how various forms of animal life survive the winter season.

List ways he can help neighborhood animals survive the winter season.

View the filmstrip "Spring Is Here" from the series The Seasons and learn the interesting things that happen to birds, animals, insects, plants, and people in the spring of the year.

View the filmstrip "Autumn Is Here" from the series The Seasons and learn how plants and animals get ready for the winter season. Write compositions about the characteristics of both plants and of animals during the four seasons. Make into a booklet.

View the filmstrip The Four Seasons and become better acquainted with nature and animals as a part of the enjoyment of each individual season.

Write a class letter or individual letters to a friend in another climate. Ask him to describe the weather in his area during different months of the year. Ask the friend to describe and to send pictures of any material that would show the differences and similarities between countries, in weather and climate.

Organize a class letter to be sent to the Tokyo Chamber of Commerce asking for material on weather and climate. Write for information also to San Juan, Sao Paulo, and Rome. Compare these places with Chicago.

Bring out-of-town newspapers to school and compare daily temperature of Los Angeles with Chicago, Detroit with Chicago. Post on bulletin board. Observe the manner of dress in pictures. Note similarities.

Draw the same picture (a nature study) four different ways, showing the contrasts between seasons. Include trees, people, streets, etc. Label and display.

Make seasonal dioramas on a circular base showing the contrast from season to season. Place a cut-out picture of his house on the representative season as he tells about the characteristics or features of that season.

Discuss the effects on transportation that take place when the weather changes; for example, in winter when a heavy snow storm surprises us, in spring when a torrent of rain passes through the city, in autumn when heavy, gusty winds make walking difficult.

List the food and clothing that help keep us both warm and cool during the year. Illustrate with original drawings or magazine and newspaper clippings. Make into a large chart or booklets.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 26-37

Burkhardt and McGuinness
Our Community
(Benefic) pp. 170-177

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 171-182

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 62-81, 185

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 13-34, 121-130
236-244

AUXILIARY TEXTBOOKS

Hunnicutt and Grambs
I Know People
(Singer)

LIBRARY

Bancroft, Henrietta
Down Come The Leaves
Crowell, 1961 (Gr. K-2)

Barr, Jene
Dan the Weatherman
Whitman, 1958 (Gr. 2-3)

Bendick, Jeanne
Lightning
Rand McNally, 1961 (Gr. 4-6)

Blough, Glenn O.
Soon After September
McGraw-Hill, 1959 (Gr. 3-5)

Branley, Franklyn
Moon Seems To Change
Crowell, 1960 (Gr. 2-4)

Branley, Franklyn
Sun
Crowell, 1960 (Gr. 1-3)

Branley, Franklyn
What Makes Night and Day
Crowell, 1961 (Gr. 2-4)

Darby, Gene
What Is A Season
Benefic, 1959 (Gr. 1-3)

DeRegniers, Beatrice
Snow Party
Pantheon, 1959 (Gr. 3-5)

Earle, Olive
White Patch, a City Sparrow
Morrow, 1958 (Gr. 4-6)

Foster, Doris
A Pocketful of Seasons
Lothrop, 1961 (Gr. K-2)

Francoise, (pseud.)
Big Rain
Scribners, 1961 (Gr. K-2)

Francoise (pseud.)
Springtime for Jeanne-Marie
Scribners, 1955 (Gr. K-2)

Gay, Zhenya
Nicest Time of the Year
Viking, 1960 (Gr. K-2)

Gibson, Gertrude
About Our Weather
Melmont, 1960 (Gr. 3-4)

RESOURCE MATERIALS

Haywood, Carolyn
Betsy's Busy Summer
Morrow, 1956 (Gr. 4-6)

Haywood, Carolyn
Betsy's Winterhouse
Morrow, 1958 (Gr. 3-5)

Haywood, Carolyn
Snowbound with Betsy
Morrow, 1962 (Gr. 3-5)

Hitle, Kathryn
Hurricanes, Tornadoes, Blizzards
Random House, 1960
(Gr. 4-6)

Johnson, Crockett
Time for Spring
Harper, 1957 (Gr. K-2)

Kay, Helen
City Springtime
Hale, 1957 (Gr. K-2)

Keats, Ezra Jack
Snowy Day
Viking, 1962 (Gr. K-2)

Marino, Dorothy
Good-Bye Thunderstorm
Lippincott, 1958 (Gr. K-2)

McGrath, Thomas
About Clouds
Melmont, 1959 (Gr. 2-4)

McKil, Ronald
Snow
Random House, 1962

Podendorf, Illa
True Book of Weather Experiments
Children's, 1961 (Gr. 2-3)

Podendorf, Illa
True Book of Seasons
Children's, 1955 (Gr. 1-3)

Provus, Malcolm
How Weather Affects Us
Benefic, 1963 (Gr. 1-3)

Rambeau, John and Nancy
Jim Forest and the Flood
Viking, 1959 (Gr. 3)

Schatz, Letta
When Will My Birthday Be?
McGraw-Hill, 1962 (Gr. K-2)

Schlein, Miriam
Here Comes Night
Whitman, 1957 (Gr. 2)

Shannon, Terry
Come Summer Come Winter
Whitman, 1956 (Gr. 2-4)

Shortall, Leonard
Country Snowplow
Morrow, 1960 (Gr. 2-4)

Tresselt, Alvin
Autumn Harvest
Lothrop, 1951 (Gr. K-2)

Tuder, Tasha
Around the Year
Walck, 1957 (Gr. K-2)

Zion, Gene
Really Spring
Harper, 1956

FILMS

Animal in Winter
11 min. b&w X-A-137

Attracting Birds in Winter
10 min. color X-A-148

RESOURCE MATERIALS

Autumn Is An Adventure
10 min. color X-A-133

Autumn on the Farm
10 min. color X-A-103

Birds in Winter
10 min. color X-B-48

Day and Night
9 min. b&w X-D-36

Our Weather
11 min. b&w X-O-42

Play in the Snow
11 min. b&w X-S-7

Safety in Winter
11 min. b&w X-S-156

Seasonal Changes in Trees
10 min. color X-S-125

Summer on the Farm
10 min. color X-S-59

What Makes Rain?
10 min b&w X-W-34

Winter on the Farm
11 min. color X-W-39

Weather
10 min. b&w X-W-108

Weather Scientists
13 min. color X-W-111

Weather Station
10 min. b&w X-W-112

Weather: Why It Changes
11 min. b&w X-W-128

FILMSTRIPS

The Calendar
(2172) color

"Spring and Summer"
"Autumn and Winter"
Popular Science

Earth - Home of Man
(2194)
"Weather and Climate"
"This Earth of Ours"
"The Surface of the Land"
Eye Gate House

The Four Seasons Series
(1638) color
Eye Gate House

Fundamentals of Science
(1642) color
"All Kinds of Weather"
American

The Seasons
(1654) color
"Spring is here"
"Autumn is here"
S.V.E.

Social Studies Rhymes For The Very Young
(2068) color
"Fall Fun"
"Summer Fun"
American

MUSIC

The First Grade Book (Grade 1)
"Jack Frost" p. 130
"Snow is Falling" p. 131

Music Round the Town (Bk. 2)
"Snowflakes" p. 90

Music Through the Year
(Bk. 3)
Songs listed "All Seasons"
pp. 12-152

Singing On Our Way (Grade 2)
"Rain in the Night"

This Is Music (Bk. 2)
"Springtime" p. 156

POETRY

Favorite Poems, Old and New
"The Months" by Christina Rossetti p. 62
"White Fields" by James Stephens p. 66
"Who Has Seen the Wind" by Christina Rossetti p. 69
"April" by Sara Teasdale p. 74
"A Day in June" by James Russell Lowell p. 77
"Dogs and Weather" by Winifred Welles p. 155

One Thousand Poems for Children
"The Months" by Christina Rossetti p. 145

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Schneider, Herman
Everyday Weather and How It Works
McGraw-Hill, 1961 (Gr. 5-7)

Williams, Jay
Danny Dunn and the Weather Machine
McGraw-Hill, 1959 (Gr. 4-6)

Wolfe, Louis
Let's Go to a Weather Station
Putnam, 1959 (Gr. 4-6)

Wyler, Rose
First Book of Weather
Watts, 1956 (Gr. 6-8)

GRADE 2

UNIT IX

TRANSPORTATION--PAST AND PRESENT

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A large urban area is dependent upon a good system of transportation within the area to move supplies, materials, and people from place to place quickly and safely.

In many large urban areas the transit system is unified under a municipal authority which enables the system to operate with greater efficiency and at lower rates than individual transportation.

Means of transporting people and materials or products from one part of the world to another are essential to the support of living and working in the large cities of the world.

Different types of transportation are necessary to handle different needs of people and industry.

Modern inventions have made travel anywhere in the world, and even out into space, faster, safer, and more efficient.

CONTENT

A. Elements of modern transportation

- Transportation within the city
    - Buses
    - Taxis
    - Cars
    - Trucks
    - Bicycles
    - Motor scooters
    - Elevators
    - Escalators
    - Trains
        - Elevated
        - Subway
- Transportation beyond the city
    - Railroads
        - Passenger trains
        - Freight trains
        - Piggy-back trains
        - Mail trains
    - Ships
        - Passenger liners
        - Cargo ships
        - Tramp steamers
        - Barges and tugs
        - Warships
    - Buses and trucks
        - Cross-country buses
        - Cross-country trucks
        - Piggy-back trucks

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of Modern Transportation

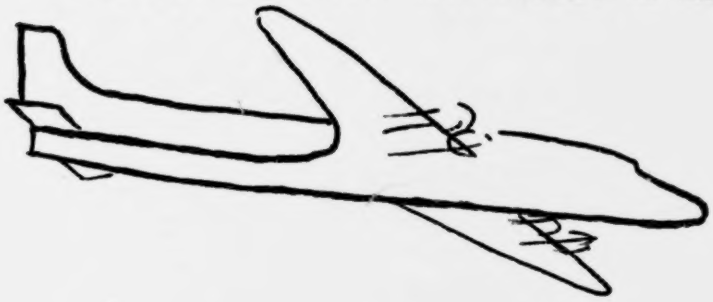
*Discuss the various modes of transportation and share interesting experiences on buses and in taxis.

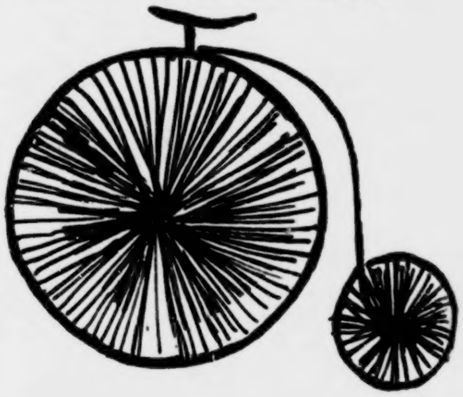
Share amusing experiences about car, plane, boat, or train trips.

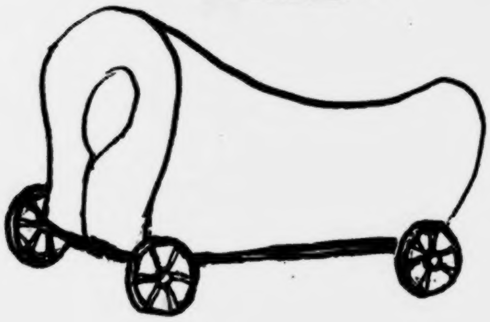
Locate places visited by car, train, or bus on a large map of the United States. Extend yarn from the starting point, Chicago, to the various places visited.

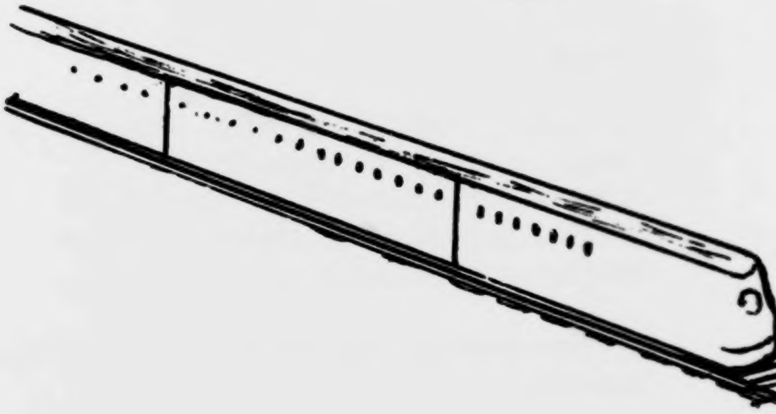
***Become acquainted with the map key or scale by figuring mileage to places visited. Review routes to Detroit and Los Angeles and tabulate mileage to each city.

Make a list of all the modes of travel and arrange them in order from fastest to slowest. Use a felt or magnetic board for the list.









Write compositions about the kinds of transportation taken from place to place.

***Discuss additional modes of transportation people in other countries use for both work and play.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Certain types of transportation are more economical for certain types of goods than for others.

Geography plays an important part in determing the type and location of certain means of transportation.

Improved transportation has resulted in an exchange of ideas, customs, products, and understandings among nations.

Weather conditions affect the movement of people and goods.

Various aspects of or activities related to transportation provide jobs for many people of the community.

Man has used natural avenues and has changed his surroundings to improve and facilitate transportation of goods and people.

Gravity is the natural force which attracts all people and objects to its center.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

- become familiar with symbols on maps to designate transportation routes or networks
- become familiar with figures on maps to indicate distances between places

CONTENT

- Airplanes
  - Passenger planes
  - Cargo planes
  - Observation planes
  - Military planes
- Space travel

B. Workers in transportation

- Operators
  - Drivers
  - Engineers
  - Captains
  - Pilots
  - Other
- Crews
  - Firemen
  - Conductors
  - Officers
  - Seamen
  - Co-pilots
  - Navigators
  - Porters
- Service personnel
  - Stewards
  - Stewardesses
  - Waiters
  - Cooks
  - Others
- Terminal workers
  - Maintenance crews
  - Dispatchers
  - Freight handlers
  - Traffic managers
  - Security officers
  - Customs officers
  - Agents
  - Ticket sellers
  - Office workers
  - Red cap
  - Sky cap
  - Others

Share experiences about the occupations of fathers and their dependence upon transportation in the work they do. From these experiences, make a class book about the kinds of work that call upon transportation in everyday situations. Use titles, such as "My Dad Is a Traveling Salesman," "My Dad Drives a Milk Truck," "Fathers Who Work Downtown."

Study a map of the CTA routes to learn how to get downtown from the local area.

Take a trip on an elevated train or bus to visit a train or bus terminal downtown. Write an experience story about the trip. Discuss the modes of transportation seen while on the trip.

***Discuss the savings involved when taking public transportation as compared with renting a car or taking a taxi. Draw pictures and make a mural of the public transportation conveyances in Chicago.

Listen as the teacher explains about the money received from taxes which, in part, pays for the support of public transportation.

Make and display a mural of the modes of transportation listed in a previous activity.

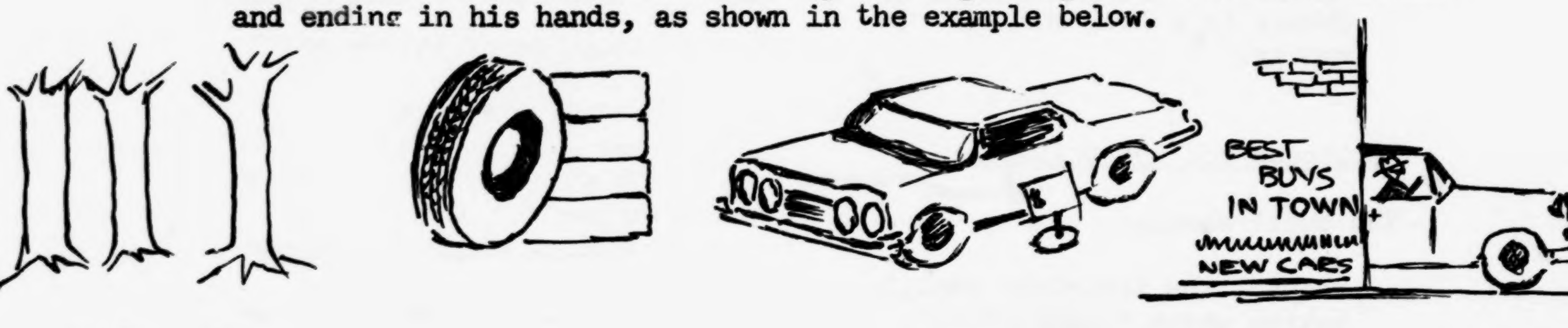
*View the filmstrip Junior Travel series and become acquainted with Jack and Mary as they travel by ship, airplane, auto, bus, and train.

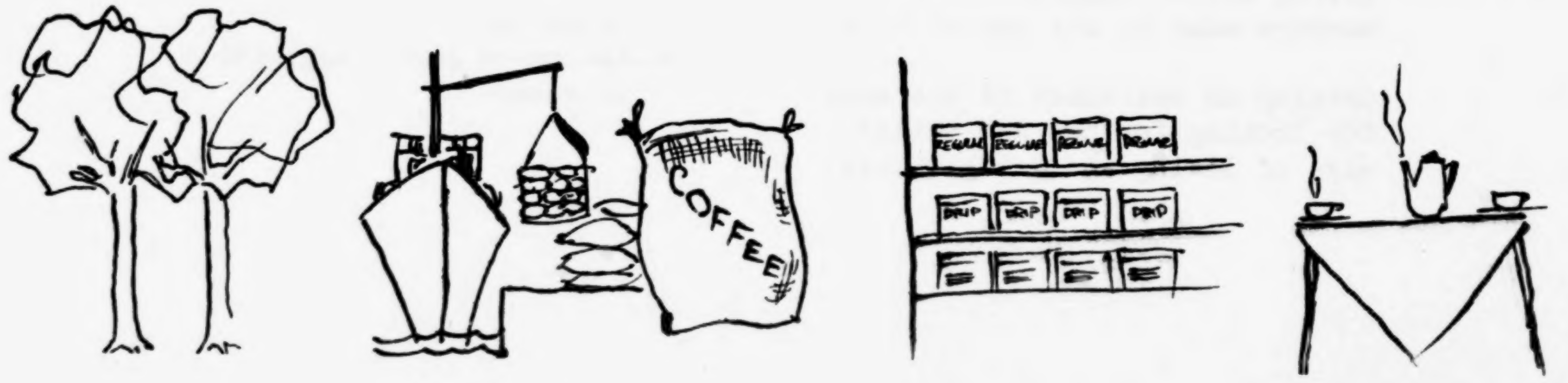
Write an original composition about a favorite way to travel and outline it "Traveling by ... Is Fun."

*Make a picture dictionary of the modes of transportation and hang it on the wall or bulletin board.

***Discuss our interdependence upon other countries and other cities and states in regard to the receiving and shipping of food, of clothing, of building materials, of medical supplies.

Help the teacher list the goods we receive from other places in the world. Discuss the ways in which these goods get into his hands. Make a chart of several of these imports beginning with the raw material and ending in his hands, as shown in the example below.





BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

become familiar with symbols or representations on map or globe of oceans, lakes, and rivers

become familiar with pictures of maps and globes showing orbits of space capsules.

In developing reading ability, the pupil should:

enlarge vocabulary to include terms and titles related to the various types of transportation

use oral and silent reading for special purposes

understand purposes of library.

In developing social skills, the pupil should:

listen with active interest for increasingly longer periods of time

practice social courtesies in conversation and discussion

Practice courtesy in meeting others in school and the community.

Attitudes and Appreciations

The pupil should:

respect the important contribution which transportation workers make to our way of life

develop an awareness of the need for looking for new and better ways of living and doing things.

CONTENT

C. Types of early transportation

- Human muscle
- Animal power
  - Horses
  - Mules
  - Camels
- Vehicles
  - Carts
  - Covered wagons
  - Stage coaches
  - Wood-burning and coal-burning locomotives
  - Rafts
  - Sailboats
  - Clipper ships
  - Steamboats
  - Ships
  - Early automobiles
  - Early airplanes

D. Improvements in transportation

- Increase in distance
- Increase in speed
- Increase in safety
- Increase in size
- Reduction in costs
- Betterment of facilities

E. Benefits of modern transportation

- Production of better ways of living
- Production of wider range of experiences
- Provision for more leisure time
- Promotion of greater understanding
- Promotion of greater interdependence
- Extension of man's activities in space

Visit a railroad terminal to observe freight and passenger facilities. Construct a bulletin board centered around this material. Write such title and captions to correlate with material as "Trains Help Us in Many Ways," "Trains Carry People," "Trains Carry Freight," "This Is Freight," "Trains Go All Over the Country," and "Trains Travel by Day and Night."

*Display and examine pictures of trains, model trains, and books about trains. Discuss the variety of trains shown and the reasons why different types of trains are used.

Show pictures of the three types of locomotives: steam, electric, and diesel-electric.

*List and discuss the different kinds of freight cars used by the railroads. Draw pictures to show the goods carried on freight cars. Learn to recognize and identify some types of freight cars.

Bring toy trains to school to show the class the kinds of trains in operation.

Classify pictures of trains into three groups: passenger, freight, and mail.

Observe trains which travel in the community. Note the printed markings on the cars. Identify the names of some of the railway companies. Locate route of trains on a railroad map.

***Discuss the reasons for the information shown on freight cars: empty weight, load capacity, types of contents, inspection dates, and the like.

Observe the similarity of the framework of passenger cars. Make an outline of a railroad car on brown paper or posterboard. Draw the interiors of several kinds of passenger cars on drawing paper and superimpose them on the outline drawing. Include pictures of dining cars, Pullman cars, coaches, observation, and caboose cars.

***Make dioramas of the interior of a special car such as those in the above activity.

Read the story of a trip on a train, such as the account in I Have Friends, pages 119-31.

View the filmstrip "What Transportation Means to Us" and become acquainted with the services and luxuries transportation gives us.

Sing songs about trains, such as "The Little Train" and others. Create train sounds by rubbing together two sandpaper blocks. (These may be made by gluing pieces of sandpaper to wood.)

***Discuss the reasons for differences in equipment and operation of subway trains and cross-country trains.

Plan and make a visit to the Museum of Science and Industry to observe the railroad exhibit. List questions about the operations of trains to guide groups in their observations. Study the use of signals and the method of switching cars. Give a group report to the class on the important understandings gained from the trip.

Examine a transportation map of the United States to observe the symbols used for railway lines. Explain the reason great numbers of lines come into our city.

*Draw large pictures of familiar safety signs seen at railroad crossings. Discuss the various ways crossings are guarded and the need for obeying signs as well as the warning whistle of the train as it approaches crossings.

Make posters of the rules to be followed for railroad safety. Exhibit them.

Read the book or listen as the teacher reads How We Travel on Land from The How Series, Benefic Press.

Listen to the story Pogo's Sea Trip by Josephine Norling or Buttons Takes a Boat Ride by Edith McCall. Tell about personal experiences on a ship or a visit to a ship which was open to visitors.

View the filmstrip "Trip by Ships" to learn about the daily activities of passengers and the crew on a ship.

Display pictures and models of the many different types of ships in use today. Discuss the ways in which ships are used to transport goods and people on the water.

Invite a teacher or a person in the community who has made an ocean voyage to tell the class why a ship is often called a "floating hotel."

Tell about the many kinds or types of ships, such as passenger, cargo, tanker, warship, and their uses.

*Classify pictures of ships, collected from newspapers and magazines, into the various types, such as passenger ships, cargo ships, tankers, warships, and the like.

Sing songs about ships. Create original sound effects for the puffing tugs, clanging bell buoys, ships' whistles, and the swishing water to accompany the songs.

Listen to selections of stories from the book Trip on a Ship by Carla Greene, to learn about the work of the ship's officers and crew. Discuss the reasons why many different kinds of workers are needed to operate and maintain ships.

Invite a seaman or a parent who has served in the navy to tell the class about his work and the kind of training needed for the work.

***Share with the class information, pictures, and models of the types of ships which the United States Navy operates. Tell why countries need to maintain a navy for the defense of their nation.

View the Ocean Freighters Series and learn how a big freighter transports goods from one country to another.

View the filmstrip series Ships and Harbor and learn about the duties of the tugboat and lighthouse and fireboat. Become familiar with the differences and similarities between a passenger liner and a freighter.

Listen to poems about ships and harbors, such as "Ferry Boats." Select a poem to memorize.

*View the film "Tugboats" to learn about the many important jobs done by tugboats.

Write a story telling how tugboats help to berth large liners and freighters. Consult Three Boys in a Tugboat by Nan Agle for useful background information.

Make a visit to the Calumet Harbor area to observe ships in the harbor. Note the different types of vessels, the many ships from foreign countries, and the crews at work.

Collect pictures of the harbor facilities in the Calumet region. Watch for stories in the newspapers which describe the work of increasing harbor facilities.

Make a plan of a harbor. Show ships at berth, the kinds of warehouses, breakwaters, docks, and customs offices. Read selections from the book At the Harbor by Lillian Colonius to learn what work is done at a harbor.

Read selections from Fireman Casey and Fireboat 999 by Esther Meeks to learn how docks and warehouses are protected by fireboats in case of fire.

Send for descriptive folders of lake and ocean vessels from steamship lines. Read them and study the pictures. Note how modern equipment makes ships comfortable, efficient, and safe.

Make a chart of the main types of ships and the work for which they are used. Divide the chart into two columns. In the first column, draw or mount a picture of a typical ship of that class. In the second column, draw sketches of the goods carried.

Listen as the teacher tells about experiences on a passenger ship, freighter, or ferry. Note the similarities of these crafts.

***View the filmstrips "Main Harbor Town" and "An Industrial Lakeport" and listen as the teacher reads about the many services that port cities give to the other states in the country. Read the book How We Travel on Water from The How Series, Benefic Press.

*Talk about the many kinds of trucks and buses that are seen in the community and out "on the road" or highway.

Make a picture dictionary describing the various kinds of trucks that are familiar, such as semitruck, pick-up truck, refrigerator truck, cattle truck.

View the filmstrip "Jack's Trip by Bus" to compare bus travel with train travel. Discuss the advantages of both forms of transportation.

*Study pictures of and discuss the types of buses seen on city streets: school buses, CTA buses, cross-country buses, sightseeing buses.

Draw a map of the community on large sheets of brown wrapping paper. Show by means of pictures the streets where buses operate. Orient directions.

Share with the class an experience of a ride on a cross-country bus. Tell how the bus driver cares for the safety and needs of passengers.

Dramatize correct behavior on buses. Discuss the reasons why public property must be respected.

Suggest safety rules to be followed when riding buses. Select the most important rules to be printed on a safety chart.

Make posters illustrating the right and wrong ways of practicing bus safety. Print titles for each poster and display them in the room, hall, or library.

*List the types of traffic safety signals in the city or in the country which bus drivers must obey. Compare these rules with those followed by drivers of private automobiles.

Sing songs about transportation, such as "Taxis" or "At the Airport."

View the film "Bus Driver" to learn about the activities of a bus terminal.

Visit a bus terminal to watch the method of dispatching buses. Observe the numbers and kinds of workers needed to operate bus services. Write a story explaining the work done at the bus terminal.

*Bring models of toy trucks to share with the class. Explain why each type of truck is built for a special purpose.

Draw pictures of the different types of trucks used to haul goods. Write a short story explaining why the truck is able to perform a special service because of the way in which it operates. Mount the stories and pictures as a frieze on the chalkboard.

Read the books I Want to Be a Bus Driver and I Want to Be a Truck Driver by Carla Greene. List the main ideas in each story which explain the reasons for choosing that occupation. Select the reasons judged to be the best.

***Compare the routing and dispatching of trucks or buses with that of trains. Tell why the routing of trucks is less complicated than the routing of freight cars.

Listen as the teacher explains how railroad and truck companies have teamed up to provide a new service called "piggy back." Discuss the advantages of this service.

***Construct models of trucks and buses using clay, papier-mâché, or discarded boxes. Make a bus and truck terminal. Organize these as a table-top exhibit to show the variety of services available in the transportation of goods and people. Invite others to view the exhibit and explain to them the reasons why we depend on these methods of transportation.

View the filmstrip "Truck Transport on the Long Haul" and become acquainted with the truck drivers' responsibilities and the people and things he sees as he delivers his goods.

Write letters to several airlines requesting information, pictures, posters, or the kinds of airplanes they use, the services they extend and render, and the countries they contact. Make a bulletin board using this material.

Discuss the differences between passenger and cargo planes. List the goods that are brought into and sent out of this country by plane.

Arrange an exhibit of pictures of airplanes and activities at an airport, model planes, and library books about air transportation. Observe and discuss the materials in the exhibit.

Listen to the poem "Maps" by Dorothy B.Thompson. Create an original verse about traveling by plane.

View the film "An Airplane Trip" to enjoy the experiences of Joan and Judy during their trip. Discuss the types of planes which carry passengers.

***Write a story about one of the types of passenger planes in use today. Describe the plane and tell about the flight time of the plane between two cities in the United States.

Share with other members of the class an experience of a ride in an airplane. Tell how the safety and needs of the passengers are cared for by the airplane crew.

Locate on an outline map the airports in Chicago. Mount small silhouettes of planes to indicate the location.

Visit the airport to observe luggage and food being loaded on planes. Discuss the loading procedures.

***Compare the types of cargo which various forms of transportation usually carry. Consider some cargoes frequently carried by ships, trucks or trains which would unlikely to be carried in airplanes. Tell what perishable items require special provisions.

*Bring airplane models to school and display on table. Label each plane. Make models from paper or balsa wood.

Ask a person who has been in the army to talk to the class about the big transport planes that were used during the war. Ask questions about size, holding capacity, safety.

*Collect and bring in material about the recent space travel experiences and build a bulletin board centered around this interesting subject.

***Write original stories about space travel using new words, such as orbit, launching pad, count-down.

Make a "new" word dictionary using space words. Define these words.

Make individual transportation booklets combining newspaper and magazine pictures and original drawings with compositions about these various modes of transportation.

Combine the bulletin boards under one heading, such as "Travel Makes the World Smaller" and then proceed to explain this title by means of pictures and captions.

Listen as the teacher tells about the many other modes of transportation in other lands, such as:

camel	India	ice skates	Norway
elephant	Africa	skis	Switzerland
horse	Australia	rickshaws	Japan

View the filmstrips "Children of Many Lands Series" and listen as the teacher reads and talks of the many similarities and differences in modes of transportation between this country and other countries.

Read the book "How Airplanes Help Us" from The How Series by Benefic Press.

B. Workers in Transportation

Discuss and share experiences about the people who work on and operate the many kinds of transportation.

Make a class flipchart textbook telling about the work of the men who operate trains, boats, airplanes. Divide the book into sections and illustrate each story or page.

View the filmstrip "Working on the Railroad" which may be obtained free of charge from the American Association of Railroads. Note the different kinds of railroad jobs and discuss the more familiar workers. (The entire list of workers is too numerous to mention. The Interstate Commerce Commission lists 128 classifications of railroad workers.)

*Study the pictures on pages 48-56 of Stories about Sally. Write a story telling which railroad worker he would like to be and why he would choose that particular work.

View the films "The Passenger Train" or "Assembling a Freight Train." Describe some of the operations involved in making up a passenger or freight train.

Invite a parent or person in the community who works on trains to talk to the class about his work. Ask questions on the training of workers for jobs on the railroad.

*Draw pictures of a ship's crew at work. Tell a story which explains the picture.

***Discuss the ways in which the safety of the passengers and the crew are provided for in modern ships. Include the following provisions for safety: "traffic lanes" and navigation routes, lifeboats and rafts, safety drills at sea, ships' whistles and fog horns, running lights, radar, weather reports, and communication with shore.

Write a story telling the work on board ship which is of particular interest and why one might like to choose this occupation.

***Demonstrate ways of making sailors' knots. Tell why the skill of making secure knots was so important in the early days of sailing vessels.

View the film "The Locks of Sault Ste. Marie." Discuss the kinds of work which are needed to operate the locks and to permit shipping to operate safely in the Great Lakes.

Create original story poems about the work of truck and bus helpers.

Read stories from the book Trucks at Work by Mary Elting that explain how trucks performing special types of work help to make our lives more comfortable and easier.

Study the various activities of workers at an airport terminal and hangar using one or more of the following: the filmstrip "Airport Activities," the book At the Airport by Lillian Colonius, the film "The Airport."

*List the various workers on a two-column chart. Illustrate the chart with pictures of the work done by airport helpers.

***Use the encyclopedia and other sources to find information about the special types of work done by airplane workers: dusting crops to help control insects, locating forest fires and dropping fire fighters and their equipment near the scene of the fire, and carrying medicine or bringing aid to injured persons.

Explain the effect of weather conditions on flying. Tell why weather reports given on radio and television now include weather reports on flight conditions.

Plan an imaginary flight to another city. Invite another class or parents to join the flight. Make flight tickets and set up a ticket booth. Show maps of the journey. Pretend to be part of the ground or airplane crew and tell the work needed to make the flight successful. Use music, poetry, and stories to tell about the part aviation plays in improving ways of living. Present each guest with a set of junior pilot or junior stewardess wings made by drawing these insignia on construction paper.

Make several charts listing the various workers involved with transportation, as demonstrated below. Discuss responsibilities of each.

Work on Airplanes
navigators
pilots
co-pilots
stewardesses

Work on Freight and Passenger Boats
captains
navigators
firemen
waiters
cooks

Write letters to transportation companies asking for representatives to speak to the class about the work and workers involved in the running and maintenance of a transport company.

View the filmstrip series Fun on Wheels and learn more about the work and workers involved in transportation and travel.

C. Types of Early Transportation

*View pictures of the people who lived in the Stone Age and in the very early part of our civilization. Note the methods of transportation, such as animals, stone wheels, primitive carts, chariots.

***Compare pictures of trains of the past with modern trains. Discuss the modern improvements which have made trains more comfortable and more efficient. (The pictures in the series on transportation published by the Creative Educational Society, Inc. are useful in this activity.)

***Discuss the differences in travel between then and now and the many advantages rapid transportation has contributed to our present way of living. List advantages other than speed.

Compare pictures of trains of the past with those of modern trains as shown in Big Book of Real Streamliners by George Zaffo. Discuss the modern improvements which make trains safer and more efficient. Explain why we need faster and safer trains today.

***Discuss the meaning of the term streamliner and find answers to the following: How does a streamline design help trains move faster? What other forms of transportation use streamlining for better design and greater efficiency?

***Read the information in the encyclopedia Britannica Junior, Vol. XIII, pages 317-21, or other references in the school library on the history of ships from the early days. Examine pictures from the transportation series published by the Creative Educational Society, Inc. for more information.

Imagine our nation without plane or train transportation. Discuss the effect of this situation on ways of living and give reasons why trains are necessary to our present way of life.

Listen as the teacher explains how coal and wood are turned into steam that was used in steamships of long ago. Listen as he also explains the paddle wheel.

Write to the Ford Automotive Center in Detroit asking for pictures of old-time and up-to-date cars and any information about the history of this company.

*Bring in models of old-time trains, boats, cars, and planes and display them in the interest corner of the room.

D. Improvements in Transportation

Make an individual or small group report on the development of modern-day ships. Illustrate the report with pictures and sketches.

Discuss the ways in which modern highways and expressways aid in the fast and efficient movement of buses and trucks.

Locate new highways and expressways leading in and out of Chicago.

Discuss the reason why we depend upon ships today even though air transportation across the ocean is becoming more important today.

***Compare the flight of planes with that of birds. Tell how birds use their wings in diving or gliding.

Participate in a "panel" discussion on the subject "What does a train ticket buy besides mileage?" Consider other items included in price of ticket.

*Demonstrate the principles of jet propulsion by blowing up a balloon and then allowing it to fly through the air by releasing the hold on the stem or opening. Realize that the reaction of the air released from the balloons pushed it forward, demonstrating the thrust power of released air.

Make a simple time line through the use of pictures to show the developments which have taken place in aviation in the last fifty years. (Pictures from the transportation series by the Creative Educational Society, Inc. will be helpful in this activity.)

Find information about the early pioneers in aviation, such as the Wright brothers. Report about the courage and perseverance of these inventors.

Collect information from airline companies which travel to distant lands. Locate on the globe the countries to which daily flights are made from Chicago. Explain why there is a greater need today for fast transportation than there was one hundred years ago.

***List the ways in which the airplane has helped to bring the people of other lands closer to us and us to them.

Discuss the statement "The World Is Growing Smaller." Tell what is really meant by people when they use this sentence.

*Plan a "museum exhibit" of the work done during the unit. Display pictures, models, books, charts, and stories. Work individually or in groups as "guides" to explain each part of the exhibit to visitors. Invite other rooms to the exhibit.

Make an individual word dictionary of all the new words used during this unit. Use these new words in explaining the workbook made in a previous section to family, friends, and students in other classrooms.

E. Benefits of Modern Transportation

Review the time lines showing the development of the different means of transportation and discuss the ways in which less travel time can bring advantages to communities around the world which ordinarily would be isolated from the rest of civilization. Give examples to illustrate the discussion.

List items of interest in the home which have become part of the daily routine because of modern transportation. Include the movement of fresh foods from all over the United States and the world at all seasons of the year as one suggestion and add others.

Bring news items which show the benefits of modern transportation. Note such articles which tell of bringing sick children from faraway places to Chicago's Children's Memorial Hospital for medical help which cannot be obtained elsewhere.

***Cite examples of ways the city-dweller is able to stretch vacations and leisure hours by use of modern speed transportation. Start with Chicago and find Halfday on a map. Note that the town was so named because it took a half day to reach that point. Find out how long it takes to get there on the highway today. Ask parents to help in finding other examples of short trips which fast travel has made possible.

Share with the class a travel experience which helped to understand the different ways people live. Indicate that people adjust to the area in which they live and the pattern changes when influences outside the area bring in other factors. Point out the changes a modern expressway brings to an area which was secluded previously because of lack of good roads.

Participate in a group project to construct a bulletin board showing the ways in which transportation improvement has fostered greater interdependence among the people of this earth. Use drawings, cutouts, pictures, and news stories to show how man is dependent on other men. Title the display "We Need Each Other" or "How We Share with Others."

Participate in dramatizing the activities necessary for a trip to outer space. Show how improved transportation has made the trip a possibility in the near future.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Neighborhood
(Benefic) pp. 72-87, 118-27

Burkhardt and McGuinness
Our Community
(Benefic) pp. 162-200

Durell, *et al*.
Social Studies 2
(Row Peterson) pp. 100-28

Durell, *et al*.
Social Studies 3
(Row Peterson) pp. 214-21

Hanna, *et al*.
In The Neighborhood
(Scott Foresman) pp. 144-51,
162-65

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 20-25,
30-35, 50-53, 167-70

McIntire and Hill
Working Together
(Follett) pp. 125-64

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 147-70

Thomas, *et al*.
Stories About Sally
(Ginn) pp. 52-75, 95-125

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Neighborhood
(American) pp. 70-91

Fraser and Hoy
Our Community
(American) pp. 100-35

Hugley and McGuigan
Around the Home
(Rand McNally) pp. 181-90

Hunnicutt and Grambs
I Have Friends
(Singer) pp. 119-31, 154-81

Hunnicutt and Grambs
I Know People
(Singer) pp. 85-93, 102-28, 236-51

LIBRARY

Agle, Nan H.
Three Boys and a Helicopter
Scribners, 1958
(Gr. 3-5)

Agle, Nan H.
Three Boys and a Train
Scribners, 1956
(Gr. 3-5)

Agle, Nan and Wilson, Ellen
Three Boys in a Tugboat
Scribners, 1953
(Gr. 1-4)

Alexander, Anne
Boats and Ships From A to Z
Rand McNally, 1961
(Gr. 3-5)

Ardizzone, Edward
Nicholas and the Fast-Moving Diesel
Walck, 1959
(Gr. K-2)

Barker, Melvern
Ship Shape Boy
Scribners, 1961
(Gr. 2-4)

Barr, Jene
Fast Trains! Busy Trains!
Whitman, 1956
(Gr. 1-3)

Bate, Norman
What a Wonderful Machine Is a Submarine
Patterson, 1961
(Gr. 4-6)

Bendick, Jeanne
First Book of Airplanes
Watts, 1958 (Gr. 4-6)

Bendick, Jeanne
First Book of Automobiles
Watts, 1955 (Gr. 4-6)

Buehr, Walter
Story of the Wheel
Putnam, 1960 (Gr. 4-6)

Colonius, Lillian
At the Airport
Melmont, 1953 (Gr. 3-5)

Colonius, Lillian
At the Harbor
Melmont, 1953 (Gr. 3-5)

Courtwight, John
Jolly Blue Boat
Children's, 1962 (Gr. 2)

Curren, Polly
This Is A Book
Follett, 1959 (Gr. 2-3)

Dickey, Albert
About Rivers
Melmont, 1959 (Gr. 3-5)

Elting, Mary
Trucks at Work
Garden City, 1953 (Gr. 3-8)

Estep, Eleanor
Good Times with Maps
Melmont, 1962 (Gr. 3-5)

Freeman, Mae
You Will Go to the Moon
Random House, 1959 (Gr. 1-2)

Freeman, Lydia
Chuggy and the Blue Caboose
Viking, 1959 (Gr. K-2)

Friskey, Margaret
Perky Little Engine
Children's, 1950 (Gr. K-2)

Goodspeed, J. M.
Let's Go to a Garage
Putnam, 1957 (Gr. 3-5)

Gramatky, Hardie
Homer and the Circus Train
Putnam, 1957 (Gr. K-2)

Greene, Carla
I Want To Be A Bus Driver
Children's (Gr. K-3)

Greene, Carla
I Want To Be A Train Engineer
Children's, 1956 (Gr. 1-3)

Greene, Carla
I Want To Be A Truck Driver
Children's, 1958 (Gr. 2)

Greene, Carla
Trip On A Ship
Lantern Press, 1958 (Gr. 4-6)

Hamilton, Russel
First Book of Trains
Watts, 1956 (Gr. 4-6)

Harp, Wilma
Little Horse That Raced A Train
Little, 1959 (Gr. 3-5)

Hoberman, Mary Ann
How Do I Go?
Little, 1958 (Gr. K-2)

Kessler, Ethel
Big Red Bus
Doubleday, 1957 (Gr. K-2)

King, Patricia
Mable the Whale
Follett, 1958 (Gr. 2)

Kramer, Bettina L.
About Big Beasts
Melmont, 1954 (Gr. 3-5)

MacDonald, Golden
Whistle For The Train
Doubleday, 1956 (Gr. K-2)

MacDonald, Golden
Red Light, Green Light
Doubleday, 1944 (Gr. K-2)

McCall, Edith
How Airplanes Help Us
Benefic, 1961 (Gr. 2-3)

McCall, Edith
Buttons Takes a Boat Ride
Benefic, 1961

Meeks, Esther
Fireman Casey and Fireboat 999
Wilcox, 1949 (Gr. 3-5)

Meeks, Esther
One Is The Engine
Follett, 1956 (Gr. 2-4)

Norling, Josephine
Pogo's Sea Trip
Holt, 1949 (Gr. 3-5)

Philips, Eleanor
About the Driver of a Bus
Melmont, 1959 (Gr. 2-4)

Posell, Elsa
True Book of Transportation
Children's, 1957 (Gr. 3-5)

Rosenfield, Bernard
Let's Go to a Freight Yard
Putnam, 1958 (Gr. 4-6)

Scarry, Richard
Great Big Car and Truck Book
Golden, 1951 (Gr. K-2)

Shannon, Terry
Trail of the Wheel
Golden Gate Junior Books, 1962
(Gr. K-2)

Shapp, Martha
Let's Find Out About Wheels
Watts, 1962 (Gr. 1-2)

Shaw, Thelma
Jeepers There's a Jet
Whitman, 1960 (Gr. 1-2)

Slobodkin, Louis
Clear the Track for Michael's
Magic Train
Hale, 1945 (Gr. K-2)

Sootin, Laura
Let's Go to an Airport
Putnam, 1957 (Gr. 3-5)

Stever, Dorothy
At The Freight Yard
Melmont, 1958 (Gr. 2-4)

Watson, Jane and Norris, Kenneth
Whale Hunt
Golden, 1960 (Gr. K-3)

Wyler, Rose
What Makes It Go?
McGraw-Hill, 1958 (Gr. K-2)

Zaffo, George
Big Book of Real Streamliners
Grossett, 1953 (Gr. 3-5)

Zines, Fennie
About Wonderful Wheels
Melmont, 1959 (Gr. 3-5)

FILMS

Airplanes: How They Fly
11 min. b & w X-A-204

The Airport
10 min. b & w X-A-99

The American Road	43 min.	b & w	X-A-201
Americans in Orbit	9 min.	b & w	X-A-225
An Airplane Trip	11 min.	b & w	X-A-12
Assembling a Freight Train	11 min.	color	X-A-197
The Big Wide Highway	11 min.	b & w	X-B-102
Boats	11 min.	b & w	X-B-11
Bus Driver	11 min.	b & w	X-B-10
Force of Gravity	11 min.	b & w	X-F-103
Fred and Bill Take an Airplane Trip	10 min.	color	X-F-102
Helicopter	11 min.	b & w	X-H-79
The Helicopter Carries Mail	11 min.	b & w	X-H-92
History of the Helicopter	20 min.	b & w	X-H-135
How We Know the Earth's Shape	10 min.	b & w	X-H-115
The Locks at Sault Ste. Marie	30 min.	color	X-L-90
Mainland U.S.A.	20 min.	b & w	X-M-223
Mr. Withers Stops the Clock	27 min.	color	X-P-65
Of Men and Wings	18 min.	b & w	X-M-18
One Road	25 min.	color	X-O-50
The Passenger Train	11 min.	b & w	X-T-9
Rockets and Satellites	14 min.	color	X-P-65
Transportation in the United States	17 min.	b & w	X-T-52
Tugboats	10 min.	b & w	X-T-20
What Is Important About A Wheel	10 min.	b & w	X-W-109
Wheels of Progress	23 min.	color	X-W-78

FILMSTRIP

Airport Activities
(2130) b & w
Academy Films

Children of Early America-Series Two
(2246) color
"Stowaway Around the Horn by Clipper"
"Ship to San Francisco, 1849"
"Wagons to the West"
"Santa Fe Trail, 1834"
"Tow-Path Boy On Erie Canal, 1827"
Young America Films

Children of Early America-Series Three
(2248) color
Young America Films

The Earth and Its Peoples
Group IIA
(2186) b & w
"An Industrial Lakeport"
"Maine Harbor Town"
United World

Fun On Wheels
(2140) color
Elk Book Series

Junior Travel Series
(2142) color
Long Filmslide Service

Maps and How To Use Them
(2222) color
Eye Gate House

Ocean Freighters Series
(2144) b & w
Pat Dowling Series

Ships and Harbor
(2148) b & w
Young America Films

Truck Transport on the Long Haul
(2146) color
Academy Films

United Nations Charter Groups
(2226) color - b & w
"Three Promises"
Bowmar

What Transportation Means To Us
(2150) color
Morehouse Associates

Your Home in the Americas
(2230) color
S.V.E.

MUSIC

Music In Our Town
(Gr. 2)
"Taxis" p. 77
"Traveling" p. 102

This Is Music
(Bk. 3)
"The Happy Wanderer" p. 94
"Row, Row, Row Your Boat" p. 123

Music Round the Town
(Bk. 2)
"In An Airplane" p. 59
"Slumber Boat" p. 128

This Is Music
(Bk. 2)
"The Little Train" p. 86
"At The Airport" p. 88

POETRY

The Arbuthnot Anthology of Children's Literature
"Trains" by James S. Tippett p. 80
"Travel" by Edna St. Vincent Millay p. 81
"Boats" by Rowena Bastin Bennett p. 82
"Taxis" by Rachel Field p. 86
"Country Trucks" by Monica Shannon p. 87
"City Streets and Country Roads" by Eleanor Farjeon p. 87
"Maps" by Dorothy Brown Thompson p. 91

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

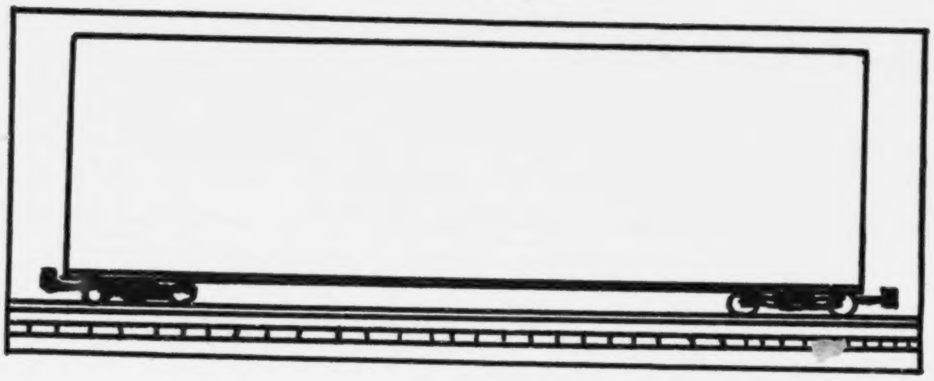
Bendick, Jeanne
First Book of Ships
Watts, 1959 (Gr. 5-7)

Bendick, Jeanne
First Book of Space Travel
Watts, 1960 (Gr. 5-7)

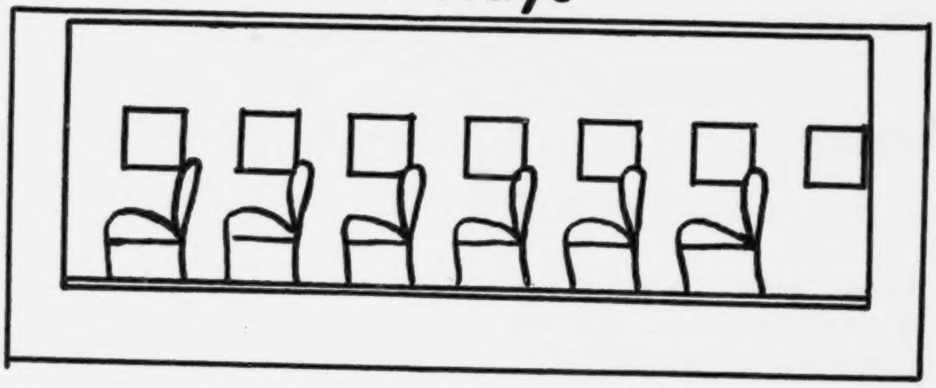
Buehr, Walter
Cargoes in the Sky
Putnam, 1958 (Gr. 5-7)

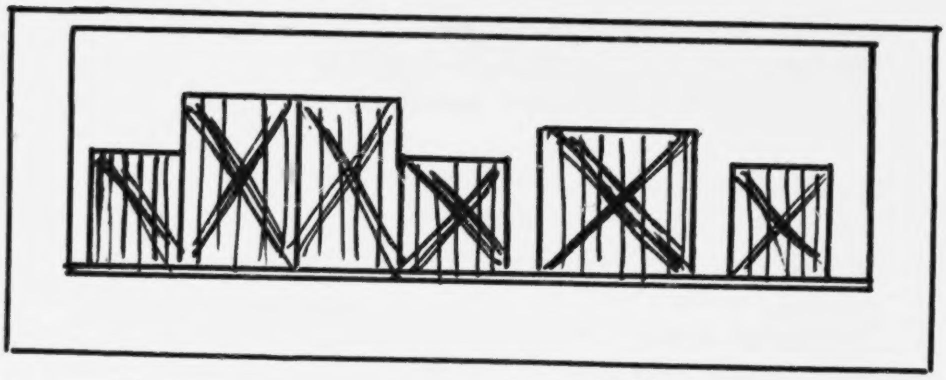
Verral, Charles
Jets
Prentice-Hall, 1962 (Gr. 5-7)

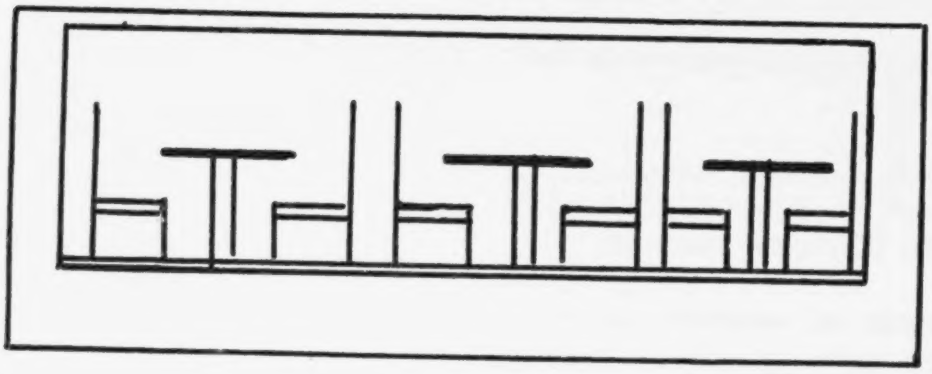
Basic Picture



Overlays







GRADE 2

UNIT X

COMMUNICATION--PAST AND PRESENT

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A large urban area is dependent upon effective means of quick, sure communication to carry news, information, and business transactions or emergency messages from person to person.

People are dependent upon a variety of communication media to meet their varied needs.

Communication of his thoughts and feelings to others is a basic need of every human being.

Improved methods of communication have brought peoples and places of the world closer together.

The earth is surrounded by the atmosphere.

Throughout history man has endeavored to communicate with others in distant places.

New methods of communication have been made possible through scientific research and discovery.

CONTENT

A. Elements of communication

- Communication within the city
  - Speaking, writing, reading, listening
  - Visiting
  - Telephoning
  - Messengers
  - Radio and television
  - Community newspapers
  - Animated advertising signs and traffic lights
- Communication beyond the city
  - Postal service
    - Home delivery
    - Special delivery
    - Parcel post
    - Airmail
    - Overseas mail
  - Telephone-telegraph service
    - Long distance
    - Ship-to-shore
    - Cablegram
    - Telephoto
    - Radiotelephone
  - Radio and television service
    - Information
    - Entertainment
    - Education
    - Commercials
    - News

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Elements of Communication

Listen as the teacher defines the term "communication" and explains that it is a giving and receiving of information. List the many ways of communicating with one another. Read to find one important statement concerning each medium of communication. Summarize these statements and incorporate into a chart. An example follows:

Communication

animated advertising signs -- a way of becoming acquainted with products and materials

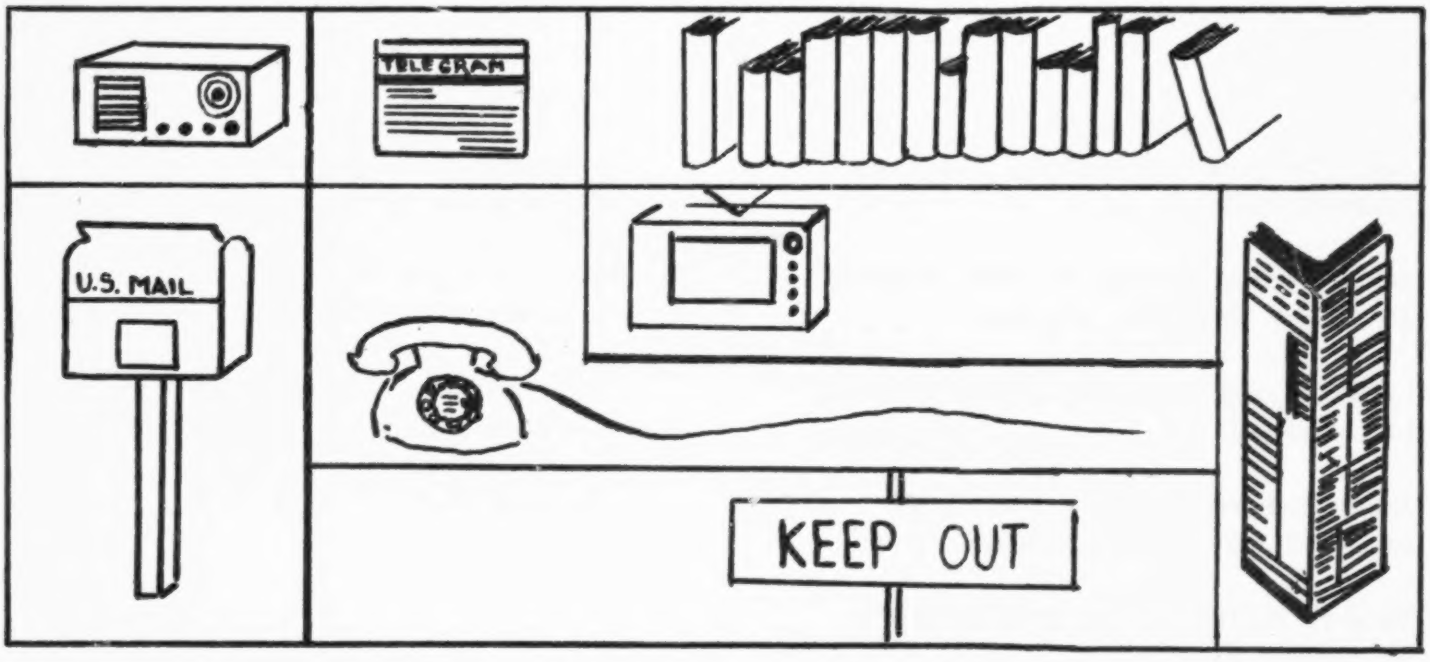
traffic lights -- a system enabling pedestrians and vehicles to move about safely

telephone -- Alexander Graham Bell invented the telephone in 1875

telegraph -- the telegraph is sometimes called the "talking key"

telstar -- communication through outer space

List the many things we use in communicating; make a chart, illustrate, and hang the chart on the wall. See sample below.



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*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

We are dependent upon many workers for the efficient operation of our various media of communication.

Atmospheric conditions affect the transmission of communications.

Scientists and inventors have devised ways of sending capsules out into space to gather and relay information about outer space and reflect messages from one part of the earth to another.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

- become familiar with the location of some other places in the United States and the world which are tied to Chicago by means of communication
- become familiar with oceans and land masses crossed by lines of communication
- make a simple map of the community locating traffic lights.

In developing reading ability, the pupil should:

- increase vocabulary of terms related to communications
- select main ideas in stories to prove a point.

CONTENT

- Newspaper services
  - National news
  - Local news
  - World news
  - Advertising
  - Special features
  - Editorial

B. Workers in communication

- Postal workers
  - Mailmen
  - Sorters
  - Weighers
  - Routers
  - Other services
- Telephone-telegraph workers
  - Operators
  - Telegraphers
  - Supervisors
  - Line men
  - Repairmen
  - Collectors
  - Other services
- Radio and television workers
  - Writers
  - Performers
  - Cameramen
  - Program director
  - Audio director
  - Engineers
  - Stage crew
  - Maintenance and repair crews
- Newspaper workers
  - Reporters
  - Editors
  - Typesetters
  - Pressmen
  - Delivery workers
  - Foreign correspondents
  - Photographers
  - Cartoonists
  - Columnists

Discuss why communication is such an important part of daily life and the advantages of good communication with regard to news, weather, and other current events.

*Demonstrate the ways to communicate with other members in the class and with friends who live in other cities or other countries.

***Write original compositions about the way to communicate and illustrate each composition with a drawing. Make these into a booklet.

Make a mural showing how to communicate and the methods used to receive information from others.

Observe the method of delivering mail in the neighborhood. Share experiences with the class about the transportation the mailman uses, the things he carries, and the care he takes.

Make a bulletin board display including selections from stamp collections, book jackets of library books on postal services, and pictures of pony express riders and modern mailmen. Discuss the materials in the exhibit and guide the class to raise questions about the services of the post office.

*Observe the method of delivering mail in the neighborhood and compare it with the method of delivering mail by pony express. Listen to selections from the book Pony Express by Samuel H. Adams or read pages 138-40 of Our Homes and Our Neighbors.

Make a simple outline map of the community. Locate the neighborhood post office, using a pictorial symbol. For example, an outline of the post office building or small flag mounted on a hat pin may be used to mark the location.

***View films, such as "The Mailman" or "A Letter to Grandmother" to learn what happens to a letter from the time it is placed in the mailbox until it is delivered. List the steps; then draw a series of pictures in sequential order to represent the processing of a letter. Retell the story from the pictures.

***Visit the local post office to watch the various activities of postal workers. Report to the class on the services which are offered at the post office. (It may be possible in some neighborhoods for classes to visit the local post office. However, according to information from the central branch of the post office, the local branches are unable to accommodate groups of pupils because of increased mailings and limited facilities.)

*Listen to the story I Want to Be a Postman by Carla Greene. List the reasons why the postman's work is interesting. Write an original story telling why one would choose to be a mailman.

Listen to radio programs from station WBEZ on community helpers.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing social skills, the pupil should: use discrimination is selecting own contribution to a group project practice clarity of communication in working with others extend greater attention to the communications of others.	C. Early communication Oral messages Sign language Picture writing Smoke signals and cairns Runners Mounted messengers Pony express
Attitudes and Appreciations The pupil should: respect the important contribution which communication workers make to our way of life	D. Improvements in communication Speed and accuracy Distance and volume Radar Telstar
appreciate the value of education and research in man's steady improvement of machines and inventions to make his work easier and more efficient.	E. Benefits of modern communication Mass information and knowledge Mass entertainment Changes in ways of living World understanding and co-operation

Bring stamp collections to share with the class. Name and locate the places represented in the stamps from foreign lands. Trace the mailing of a letter from the community to a country overseas.

Discuss the many forms of transportation upon which the delivery of mail depends. Tell how changes in transportation have brought changes in the way mail is carried.

*Make a list of rules to follow in co-operating with the postal department.

Create original poems about the reasons we appreciate the helpful services of the postman.

Make stitchery pictures from original drawings depicting the postman on his round of duties.

*Construct a post office and dramatize the activities of workers of the post office. Write letters to other children in the room and enclose them in envelopes made of construction paper. Use masking tape to attach a paper-bag mailbox to the side of each desk. Take turns acting as mailman. Read the stories and pictures in True Book of Our Post Office and Its Helpers by Opal Miner for helpful information in operating the room post office.

Collect samples of mail showing types of mail: first-class, educational materials, parcel post, and the like. Note the newer type of machine stamp used on parcel post packages and tell why the use of machines improves service.

Invite the school mailman to talk to the class about the importance of legible writing on letters and packages.

Bring old telegrams to school and observe the manner in which they are written. Tell the reasons why telegrams are used only for very important messages.

Listen to selections from the book Aleck Bell by Mabel Widdemer which describes Mr. Bell's part in the invention of the telephone. Discuss the importance of his invention to our present way of living.

***Make a list of the ways the telephone serves the people in the community. Compare the methods used in communication in the past with the present methods. Point out the advantages obtained from rapid and easy communication.

Visit the local telephone office to observe how the telephone company operates. List questions to ask about the many types of workers needed to build and maintain telephones.

Write a letter to the local telephone company office asking that a telephone installer visit the class to demonstrate the interesting features of his truck.

Discuss the importance of safety precautions that the installer practices.

*Demonstrate why it is important to place a call correctly with the operator or by dialing.

Examine a telephone directory to learn how a directory is organized. Learn to locate emergency information.

Write a story telling how the telephone serves our families in business, in recreation, or in emergencies.

Tell how we depend upon many different forms of communication to bring us the daily news. Look for articles in the newspapers which might have been sent by telephone.

***List the types of communication services used to bring news to America from countries in other parts of the world. Explain why rapid communication helps us to know and understand people in other lands.

Listen as the teacher tells about other forms of communication, such as cablegram, telephoto, and radiotelephone. Discuss the importance of these as applied to ship-to-shore messages, weather reports.

Use the model telephone included in the "Adventures in Telezonia Kit" to learn how to dial correctly home 'phone numbers and emergency numbers such as the police or fire station.

Read the booklet The Telephone and How We Use It, which can be obtained from the Illinois Bell Telephone Company. Discuss the ways of sending messages by dial 'phones and by manual telephones.

***Watch for pictures in the newspapers which have been sent by telephoto service. Compare this picture with others and note the differences. Explain why there are differences.

Listen to the story "Lee de Forest, Father of Radio" from Great Names in Our Country's Story. Discuss the importance of de Forest's inventions to the development of radio.

*Conduct a class poll to find the favorite radio and television programs. Report on the reasons for the choices made.

Make a list of the radio broadcasts produced by station WBEZ which are suitable programs for the class. Listen to selected programs and summarize information learned from the broadcasts. Discuss why radio is an important aid in education.

Discuss the reasons why certain programs are favorites with many children. Point out why some programs are not good for children. Make a two-column chart listing the characteristics of a good program and the names of some programs the class recommends.

Write a letter to a friend recommending a program. Tell why it is a suitable program to view or to hear.

Make an illustrated booklet of worthwhile programs which provide recreation or education. Share the booklet with other members of the family and suggest that they listen to the programs.

Plan and carry out a visit to station WBEZ, the Chicago Board of Education radio station, to learn how a radio station is operated. Compile a list of questions about the kinds of workers and their duties. Watch for answers to the questions. Ask the tour guide to help find answers to the questions for which the answers could not be found.

Write a report on the visit to a radio or television station. Tell how the workers at the station work together as a team to put on a performance. Include how sound effects are produced.

List the various ways in which weather reports by modern communication helps people who live in the city, on the farm, along the coast, and in the mountains.

***Construct a model radio or television studio as a table-top exhibit. Explain the exhibit to other members of the class.

Make a television set from a corrugated box, cutting a "screen" on one side. Make an original filmstrip or movie, using a current historical event as the theme or episodes in the life of Lee de Forest. Create an original script to accompany each scene as the filmstrip rolls across the "screen." Provide for sound effects.

Listen to selections from the book Ben Franklin: Printer's Boy by Augusta Stevenson, tells about Franklin working on his brother's newspaper. Discuss the kinds of work which Ben did in helping to print the newspaper.

*Examine copies of a daily newspaper to make a list of the various kinds of information which a paper contains.

Compare the daily newspaper with the school newspaper or a children's newspaper to which the class subscribes. Point out items which are similar in each. Discuss the reasons for the differences.

***Select suitable samples of each type of information contained in daily papers to mount on the bulletin board under appropriate headings. Discuss the reasons why a great variety of services is provided by the newspapers.

Share with the class an experience of placing or watching advertisements about a lost article or pet.

Conduct a poll of class members on favorite comic strips or the characters in a strip. Mount samples of the best-liked cartoons with the number of times they were chosen as favorites.

*Write a story telling about a favorite section of the newspaper. Describe it and tell why it is enjoyed.

Obtain the booklet How a Modern Newspaper Goes to Press from the Chicago Sun-Times. Study the pictures showing the steps taken from gathering the news to distributing the papers. Note the ways in which modern machines are used in every step of newspaper production.

Examine a mat made of papier mâché to observe how a "pattern" is made for the pictures or words which are to be printed. (A sample is included in a kit which may be obtained from the Chicago Daily News.)

Locate areas in the Great Lakes region where forests supply paper for our city newspapers.

Invite the officers of the staff of the school newspaper to talk to the class about the various duties which they perform in publishing the school newspaper.

***Examine "out-of-town" newspapers and observe the similarities and differences between our papers and theirs.

Bring community papers to school and note the different kinds of articles and information contained in these papers as compared with city papers.

Collect and bring interesting articles to school pertaining to current events, sports, books. Build a bulletin board from these articles.

Contribute original stories and pictures to be mounted as a special section "News of the Day" of the bulletin board. Select the best to be printed in the school newspaper.

Collect articles from newspapers that show how a newspaper serves the community by sponsoring community events, such as sports events, spelling bees, youth achievement contests, and the like.

B. Workers in Communication

Share with the class observations of the activities at an air mail post office, such as the branch at the Midway Airport. Tell how mail is sorted for delivery to planes on the air field. Tell in what ways the handling of air mail is different from that of regular mail on trains or boats.

***Write a story telling about the work of mail clerks on railroads.

*Compare the cost of sending letters and packages by regular mail and by air mail. Discuss the advantages of each method of mailing.

*Examine the rate schedules for different classes of mail as posted in the post office. Make a list of the many ways in which letters or packages may be sent. Report to the class on the reasons for different classes of mail.

Make a mural of the ways in which postal services improve our ways of living by helping us to exchange goods, ideas, and news. Work in groups on each section of the mural. Present the mural to the library for a special exhibit. Mount on a chart a list of the library books recommended to others for reading about this unit.

View the filmstrip "Our Post Office" from the series Community Services and become more familiar with the operation of the post office and with the service it gives the community.

Listen as the teacher tells about the telephone.

Discuss the kinds of work which telephone installers and linemen do. Follow up the discussion with viewing the films "Station Installer" and "Telephone Lineman" from the Illinois Bell Telephone Company.

View the film "Just Imagine" to learn about the construction of and work of assembling the hundreds of parts in a telephone. This film is available from the Illinois Bell Telephone Company.

Listen as the teacher reads the story on pages 186-91 of Working Together to find out how a radio or TV show is produced in the studio. Share with the class information gained from watching a show televised at a broadcasting studio. Discover how sound effects are produced.

Take a field trip to a television studio and note the many people who are at work "behind the scenes."

*Read the book Let's Take a Trip to a Newspaper by Laura Sootin. Report to the class on the various departments of a newspaper office.

Plan and make a class trip to a local or city newspaper office to observe the operation of a newspaper plant. Discuss the many kinds of workers needed to publish a paper.

Draw pictures of the activities observed in the production and distribution of newspapers. Write a story to explain the picture.

Discuss the duties of a news reporter. Read the story I Want to Be a News Reporter by Carla Greene. Tell why one would choose this job.

Act as a reporter asking questions of other class members about an item of interest, such as a favorite game, book, or sports hero. Write the stories for a class newspaper.

C. Early Communication

View pictures of early civilization, primitive man, Roman and Greek culture, and discuss the means and methods of communication used, such as sign language, pictures carved in stone and rock, smoke signals, or sand painting.

View the pictures of the old western era and discuss the pony express communication system and the circuit riders. Discuss the dangers and hazards involved in these methods of transmitting information.

Make a mural showing the development of communication. Divide the mural into three sections to show: the first ways of sending messages, the early inventions which made communication easier and faster, and the modern improvements in communication. Work in groups on each section of the mural.

***Create an original skit which tells about the invention of the telephone. Use simple stick puppets to tell about the first telephone and about the men who worked to make it possible.

Make a mural showing the figures and designs used for communication in early times. Use pictures and the following filmstrips as references: "Arts and Crafts" from the series Indians of the Eastern Woodlands, Indians of the Southwest, and Indians of the Plains. Also view the filmstrip "The Old Stone Age" and observe the designs and tools that were used as a part of the communication process.

D. Improvements in Communication

Draw pictures which show the changes that the telephone brought to ways of living.

***Draw or paint a frieze which shows the men, inventions, and improvements from the time of Marconi to the present day which made radio and telephone possible.

Compare pictures of early radios with pictures of those in use today. From advertisements in magazines and newspapers, find out what recent improvements have made it possible for smaller radios to be manufactured.

Examine a transistor radio and compare it with the school radio. Discuss how new inventions and improvements continue to help make products better.

*Read the story on pages 117-24 in the book Our Community to learn "How Telephones Have Improved." Examine the pictures of early telephones. From observation of the pictures, tell how the early telephones worked.

***Compare the early models of telephones with the modern dial telephones. Discuss the improvements in the design. Imagine how the telephone of 1975 may look.

Ask an upper grade student who is studying sound in science to explain how a television aerial catches radio waves and brings programs into homes.

Collect and bring in pictures of recent space travel experiences and recognize the many methods of communication used in the transmitting of messages and data.

Make a new word dictionary of terms used in this unit, such as radar, telegram, cablegram, telstar.

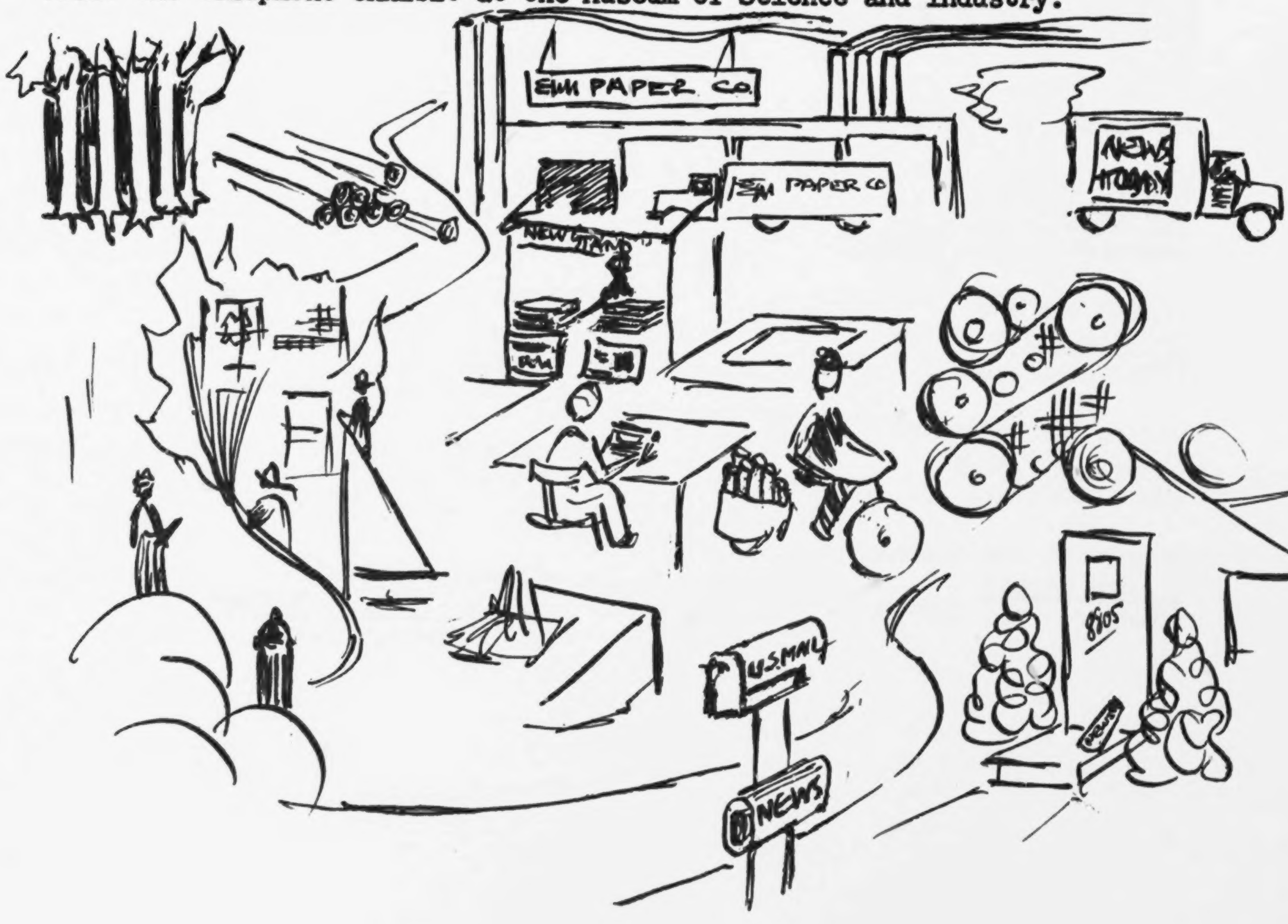
E. Benefits of Modern Communication

Make a mural "From Trees to Newspapers" showing the steps in the process of publishing a newspaper. Draw or paint pictures to illustrate the making of paper, gathering news, printing the paper, and distributing the paper. The central part of the mural might show the importance of news to all people of the world.

*Record a class lesson or special performance on a tape recorder. Play back the recording to note how voices and sound effects were picked up by the recorder.

Discuss the benefits of modern communication with regard to news developments, sports events. Discuss the advantages of television, radio, telstar, and their roles in making the world smaller.

Visit the telephone exhibit at the Museum of Science and Industry.



RESOURCE MATERIALS

BASIC TEXTBOOKS

Burkhardt and McGuinness
Our Community
(Benefic) pp. 117-41

Hanna, et al.
In the Neighborhood
(Scott Foresman) pp. 124-35, 42-49

Hanna, et al.
In City, Town, and Country
(Scott Foresman) pp. 10-11, 42-43, 171-74

McIntire and Hill
Working Together
(Follett) pp. 165-96

Pierce and Georgas
The Community Where You Live
(Allyn and Bacon) pp. 171-88

Thomas, et al.
Stories About Sally
(Ginn) pp. 8-25, 44-49

AUXILIARY TEXTBOOKS

Fraser and Hoy
Our Neighborhood
(American) pp. 92-113

Fraser and Hoy
Our Community
(American) pp. 136-73

Hugley and McGuigan
Around the Home
(Rand McNally) pp. 181-90

Hunnicutt and Grambs
I Know People
(Singer) pp. 228-35

LIBRARY

Adams, Samuel H.
Pony Express
Hale, 1950 (Gr. 4-6)

Asimov, Isaac
Satellites in Outer Space
Random House, 1960 (Gr. 4-6)

Barr, Jene
Mr. Mailman
Whitman, 1954

Buchheimer, Naomi
Let's Go to a Post Office
Putnam, 1957 (Gr. 4-6)

Buchheimer, Naomi
Let's Go to the Telephone Company
Putnam, 1958 (Gr. 4-6)

Cleary, Beverly
Henry and the Paper Route
Morrow, 1957 (Gr. 4-6)

Colonius, Lillian
At the Post Office
Melmont, 1953 (Gr. 2-4)

Disney, Walt
Man and Weather Satellites
Singer, 1959 (Gr. 5-7)

Greene, Carla
I Want to be a Telephone Operator
Children's, 1958 (Gr. 2-4)

Greene, Carla
I Want to be a News Reporter
Children's, 1958

Greene, Carla
I Want to be a Postman
Children's, 1958

RESOURCE MATERIALS

Hastings, Evelyn
About Postmen
Melmont, 1957 (Gr. 2-4)

Harris, Raymond
Our Community
Macmillan, 1957

Kumin, Maxine
On One Writes a Letter
to the Snail
Putnam, 1962 (Gr. K-6)

McIntire, Alta
Working Together
Follett, 1957 (Gr. 3)

Miner, Opal
True Book of Our Post Office
and Its Helpers
Children's, 1955 (Gr. 1-4)

Nothin, Jerome
How and Why Book of Electricity
Noble, 1960 (Gr. 4-6)

Norringer, Virginia
Skip Sees the Signs
Whitman, 1953 (Gr. 2-3)

Sootin, Laura
Let's Take A Trip To A
Newspaper
Putnam, 1956

Stevenson, Augusta
Ben Franklin: Printer's Boy
Bobbs, 1953 (Gr. 3-6)

Widdemer, Mabel C.
Aleck Bell: Ingenous Boy
Bobbs, 1947 (Gr. 3-6)

FILMS

A Letter to Grandmother
19 min. b&w X-L-9

***Development of Communication
11 min. b&w X-C-36

Earth Satellites-Explores
of Outer Space
16 min. b&w X-E-63

***Story of Communication
22 min. b&w X-C-53

***Telephone and Telegraph
11 min. b&w X-G-2

The Mailman
10 min. b&w X-M-24

What Is Sound
11 min. b&w X-W-113

Where Do Our Letters Go?
(The Postal Service)
10 min. b&w X-W-91

Your Postal Service
18 min. b&w X-Y-16

FILMSTRIPS

Children of Early America-
Series Two
(2246) color
"Stowaway Around the Horn
by Clipper"
"Ship to San Francisco, 1849"
"Wagons to the West"
"Santa Fe Trail, 1834"
"Tow-Path Boy on Erie Canal,
1827"
Young American Films

Children of Early America-
Series Three
(2248) color
"Steamboat Round the Bend"
"On the Mississippi River, 1859"
"The Oregon Trail"
"Enroute to Oregon, 1846"
Visualcraft

RESOURCE MATERIALS

Children's Stories of Famous Americans
(2250) color
"Paul Revere"
E. B. Films

Community Services
(2098) color
"Our Post Office"
E. B. Films

Indians of the Eastern Woodlands
(2270) color
"Arts and Crafts"
Young America

Indians of the Plains
(2274) color
"Arts and Crafts"
Young America

Indians of the Southwest
(2272) color
"Arts and Crafts"
Young America

Maps and How to Use Them
(2222) color
"What a Map Is"
"Elements of a Map Using Common Maps"
"The Globe"
"Using the Globe"
"Flat Maps of a Round Globe"
"Maps in the Air Age"
"Maps Through the Ages"
Eye Gate House

Prehistoric Man Through the River Cultures
(2402) color
"The Old Stone Age"
S.V.E.

United Nations Charter Groups
(2226) color - b & w
"A Garden We Planted Together"
"Three Promises"
Stanley Bowmar

Your Home in the Americas
(2230) color
"Using Maps and Globes"
"Map Symbols"
"Dots and Lines"
"Where People Live and Work"
S.V.E.

MUSIC

Music Through the Year (Gr. 3)
"What Did You Do Last Summer?" p. 7

The First Grade Book (Gr. 1)
"Traffic Lights" p. 195

This Is Music (Bk. 2)

POETRY

Favorite Poems Old and New
"The Postman" anon. p. 248

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Bendick, Jeanne
Television Works Like This
McGraw-Hill, 1959 (Gr. 6-8)

Buehr, Walter
Sending the Word
Putnam, 1959 (Gr. 6-8)

Eibling, et al.
Great Names in Our Country's Story
Laidlaw, 1960 (Gr. 5)

Jupo, Frank
Read All About It
Prentice Hall, 1957 (Gr. 6-8)

GRADE 2

UNIT XI

ANOTHER UNITED STATES URBAN AREA--DETROIT

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understant that:

Most of the people of the United States live in urban communities.

Communities within any city vary in many ways; in many ways they are similar to one another.

All American cities are both alike and different in many ways.

The location, climate, and resources of a region affect the way people live in its communities.

A continent is a part of the earth's surface that forms a large land mass.

We live on the continent of North America.

Detroit is another city of the United States.

The people of Detroit are very much like the people of Chicago and live in very much the same way.

All people travel and communicate in their daily lives.

CONTENT

A. Comparison of Detroiters and Chicagoans

   Americans all
   Friends and neighbors
   Children and adults

B. Types of activity in Detroit

   Work
   Leisure
   Education

C. Ways of living in Detroit

   Shelter
   Food
   Clothing
   Transportation
   Communication

D. Features of interest in Detroit

   Location
   Climate
   Beauty
   Places of interest

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of Detroiters and Chicagoans

View the film "Portrait of a City--Detroit" with the sound turned down so that the teacher may present his own commentary on the film, and then with the original sound comment to look for ways in which Detroit and its communities and people resenble those of Chicago.

Participate in an oral discussion of the things that make Americans alike despite the fact that they live in different communities in our country.

Locate Detroit on both the map and the globe. Pinpoint the city and check the different types of transportation or communication studied which bring one into contact with a friend in Detroit.

Study the map and point out bodies of water and land areas which a person would cross in traveling to and from Chicago and Detroit.

Take turns going to the map to travel from Detroit to Chicago by water and by land. Tell directions faced at each stage of the trip.

Study with the teacher the key or legend of the map and look for the symbols listed as they are used on the map itself.

Look at the map of the United States or of the world and discuss why residents of Detroit are closer neighbors to Chicagoans than those in cities studied in previous grades: Los Angeles, San Juan, Tokyo, and São Paulo.

**Discuss with the teacher how a map can tell many things, such as how far one place is from another, how big a place it is, what direction one place is from another.

Explain why people of Detroit and Chicago are neighbors in the United States, just as the people in their block are neighbors in their own community.

*List the different ways in which neighbors in a community help or co-operate with one another.

Identify the continents studied: North America, South America, Asia. Write the names of these continents on the chalkboard and pronounce their names carefully.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

The citizens of the community contribute to the growth and prosperity of the entire city.

The people of the communities of Chicago and Detroit are interdependent.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

understand that the map is a representation to scale of a part of the earth's surface

orient Detroit in relation to Chicago on the map and globe

reinforce the ability to read simple pictorial symbols for rivers, lakes, mountains, roads on maps

use map to identify surface features of mountains, rivers, Lake Michigan, oceans.

In developing reading skills, the pupil should:

read library books for enjoyment

select facts from stories read to him

read for a specific purpose.

Locate Illinois and Michigan on a map of the United States. Point out Lake Michigan and explain why it is a natural boundary. Locate Chicago and Detroit on the map. Find out the lake nearest Detroit.

Enlist the help of the teacher-librarian in locating library and reference books concerning Detroit. Display books on class library table where they may be shared with the entire class.

Bring to class pictures from newspapers, magazines, and postcards showing living in the communities of Detroit. Study these to find similarities and differences existing between the local community and the Detroit community pictures.

Share the experiences of a classmate, relative, or friend who has lived in or visited Detroit. Compare living in a community in Detroit with living in the local community in Chicago.

Co-operate with the teacher in writing a letter to the Detroit Chamber of Commerce requesting pictures and information about Detroit and its communities. Display the material received in response to the letter on the class library table where it may be used by all.

Plan, if possible, a week-end trip to Detroit with his family to gather information and observations to be brought back to the class. Decide in advance with the class just what one should observe and find out about Detroit by both adults and children.

B. Types of Activity in Detroit

*Collect and bring in pictures of cars. Display these pictures on a bulletin board under the title "Detroit--Car City of the World." Under each picture write a legend, such as "Cars Are for Travel," "Cars Help Us in Work," "Cars Help Us in Play," "Cars Are Made by Many People."

***List the different makes of cars manufactured in Detroit and bring to class pictures from newspapers, magazines, or catalogues of the various makes and models.

Draw up a list of the different types of materials that are used in making automobiles. Find out where these materials come from in the world. Work with the teacher in finding these different places on the map or globe and explain why the people of the communities of Detroit need other people in the world to make it possible for them to do their work in manufacturing automobiles.

Bring in pictures of the Detroit Tigers (baseball), Detroit Lions (football), and the Redwings (hockey). Mount on the bulletin board as part of a display of the activities of people in Detroit. Write simple stories of these sports.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
In developing social skills, the pupil should: share materials with others organize details to show the sequence of ideas on a topic.	

Attitudes and Appreciations

The pupil should:

become aware of the economic ties which make for interdependence among the communities of our nation

appreciate the cultural ties which link his community with all American communities.

C. Ways of Living in Detroit

Draw up a list with the help of teacher of the objects, places, facilities, utilities, shelter one would expect to find in a community in Detroit similar to the local community.

Co-operate in a class project writing letters to a second grade class in Detroit asking for descriptions pictures, newspaper clippings, and friendly exchange of correspondence about communities in Detroit and Chicago.

Bring to class or look at pictures in a Detroit newspaper to note the buildings, faces, activities, and places to be seen.

Construct a mural of Detroit showing tall buildings, homes, work, workers, transportation, and communication in the city.

Help the teacher make an illustrated chart of the things that help the people work and play in Detroit much as they do in Chicago:

In both Detroit and Chicago people

live in all kinds of houses
eat many kinds of food
wear clothing to suit their seasons
travel by car, bus, plane, and train
communicate by letter or telephone
do many kinds of work for a living
send their children to schools.

Use the map with the teacher to discuss the geographic situation that enables the children and families of Detroit to go to another country very easily and cheaply any time and as often as they wish. Locate Canada on the map.

*Find out about the weather and seasons in Detroit and compare them with those of Chicago. List the seasonal activities of children in Detroit that are similar to those enjoyed at the same time of the year in the local community.

Assume the role of a boy or girl living in Detroit calling a friend in Chicago by long distance to plan a visit there or here and tell what they plan to do and visit during the course of the trip. Consider the cost of call in relation to the length of conversation and distance between stations.

Discuss with the teacher, on the basis of the local community study, the problems of food, shelter, clothing, transit, and education one would expect the people of Detroit communities to face.

*Participate in a class project keeping a one-day check of the different makes of automobiles seen parked in or passing through the community. Check to see if these makes may have been manufactured in Detroit. Explain how the result of the check-up shows that the community needs its neighbors in Detroit.

Enlist the aid of the teacher-librarian in finding information about Henry Ford; read, or ask the teacher to read these stories to the class. Discuss the importance of automobiles in travel, transportation, and enjoyment.

Discuss the ways in which automobiles affect ways of living in the local community, such as parking spaces, safe play, traffic regulations, deliveries.

Make an exhibit of actual containers or items or pictures of products manufactured in Detroit, such as auto parts, medicines, paint, steel, salt, automobiles (toy models).

Write a composition about the kinds of work people do in Detroit or create with the teacher a class textbook on Detroit on which can be written the text decided upon by the class with pictures or drawings as illustrations.

View pictures of automobile workers putting an automobile together. Note the assembly lines and the way people work together.

***Bring to class a road map from a community service station which has a map of the city of Detroit. Compare the overall appearance of the plan of Detroit with that of Chicago. Look for names of streets, for parks, railroad, bus, air terminals.

Listen as the teacher tells about the recreation facilities that are to be found in Detroit, such as Belle Isle, an island containing picnic and playground areas, athletic field, golf course, lakes, zoo, bathing beach, and an outdoor theater. Name places in the community or city which might be similar.

D. Features of Interest in Detroit

Observe the map and globe. Note that Detroit is located on Lake St. Clair and is connected by bridge to Canada. Discuss the importance of this location with regard to trade on Lakes Huron, Michigan, and Erie, and with world trade.

***Note on the globe the approximately equal distance between the equator and Detroit and the equator and Chicago. Discuss how this location makes the climate of the two cities fairly alike.

View the film "Dearborn Holiday" and discuss how museums, historic shrines, amusement parks add to the interest and tourist attractions of an urban area. List places in Chicago which might be similar which are of purpose and value similar to the Ford reconstruction in Dearborn, Michigan.

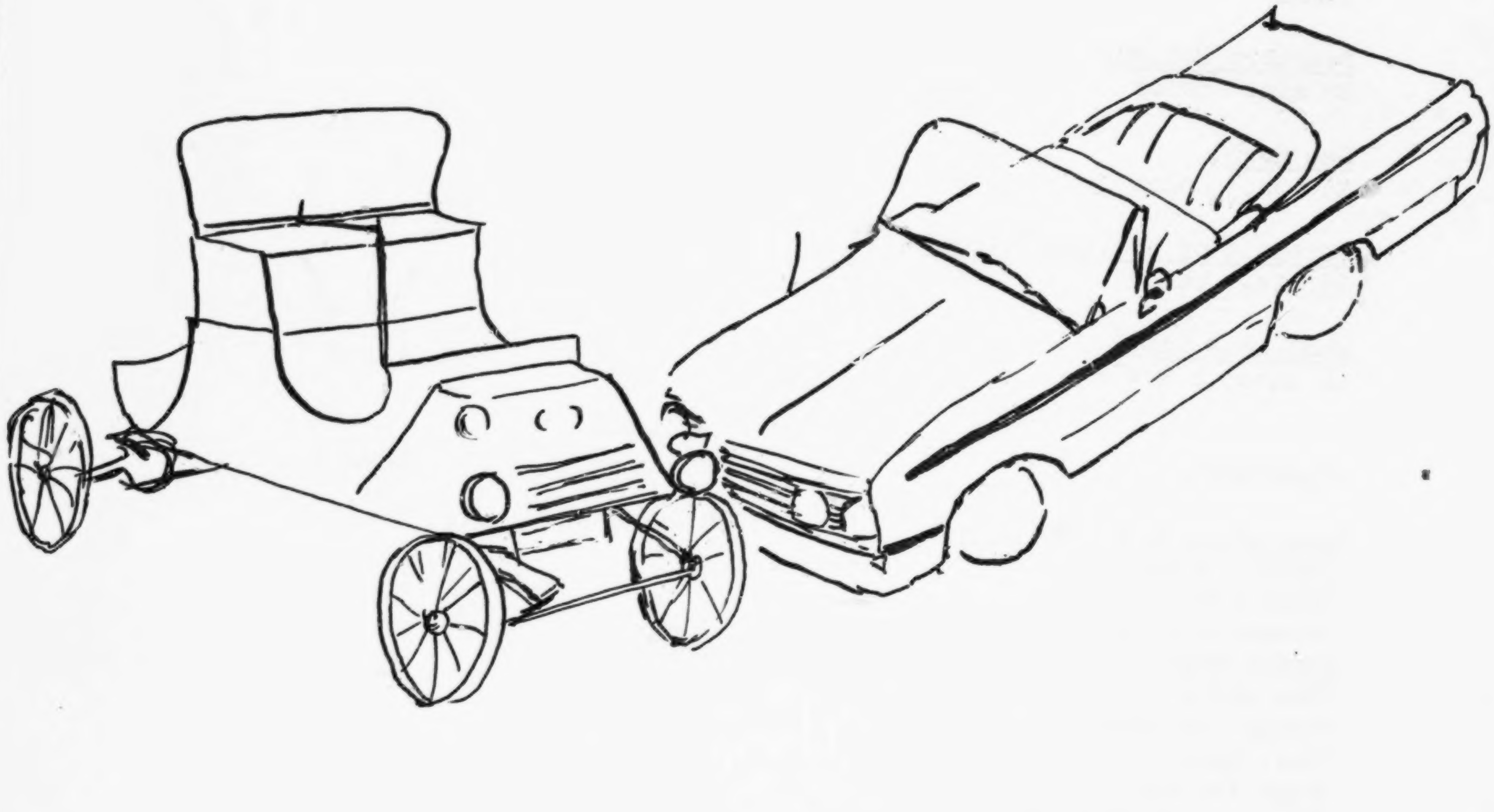
View the filmstrip "St. Lawrence Seaway" and note how the seaway makes Detroit a seaport on the route between the Atlantic Ocean and Chicago. Discuss some of the products ships might bring to or take from Detroit.

Route a cargo ship from Detroit to Chicago or to Europe on the map or globe. Point out the various bodies of water through which it would travel.

Plan a trip through Detroit listing the various places he wants to see and what he will look for on the trip; include such places as downtown Detroit, Belle Isle, an automobile plant, parks, museums.

Note on the map that Windsor, Canada is across the St. Clair from Detroit. Discuss reasons why the proximity of a "foreign" city would make visiting Detroit interesting. Find out what steps it would be necessary to take for an American to enter Canada for a visit.

Look at several daily newspapers from Detroit to note pictures of places and activities there that would make visiting Detroit an interesting holiday or vacation project.



RESOURCE MATERIALS

AUXILIARY TEXTBOOKS

Hunnicutt and Grambs
I Know People
(Singer) pp. 200-27

LIBRARY BOOKS

Barr, Jene
This Is My Country
Whitman, 1959 (Gr. 1-2)

Robinson, William Wilcox
About Then and Now in American Life
Melmont, 1956 (Gr. 4-6)

FILMS

Dearborn Holiday
28 min. color X-D-64

One Road
25 min. color X-O-50

Portrait of a City—Detroit
25 min. color X-P-127

What Is A City?
10 min. b & w X-W-77

FILMSTRIPS

Maps and How To Use Them
(2222) color
"What A Map Is"
"Elements of a Map Using Common Maps"
"The Globe"
"Using the Globe"
"Flat Maps of a Round Globe"
"Maps Through the Ages"
"Maps In the Air Ages"
Eye Gate House

Your Home in the Americas
(2230) color
"Using Maps and Globes"
"Map Symbols"
"Dots and Lines"
"Where People Live and Work"
S.V.E.

Then and Now in the United States
(2318) color
E. B. Films

The Earth and Its People: Group I
(2184) b & w
"A U.S. Community and Its Citizens"
United World Films

MUSIC

I Like the City (Gr. 1)
"Stop-Go" pp. 4-5

Singing On Our Way (Gr. 2)
"The Cars Go Up and Down p. 151

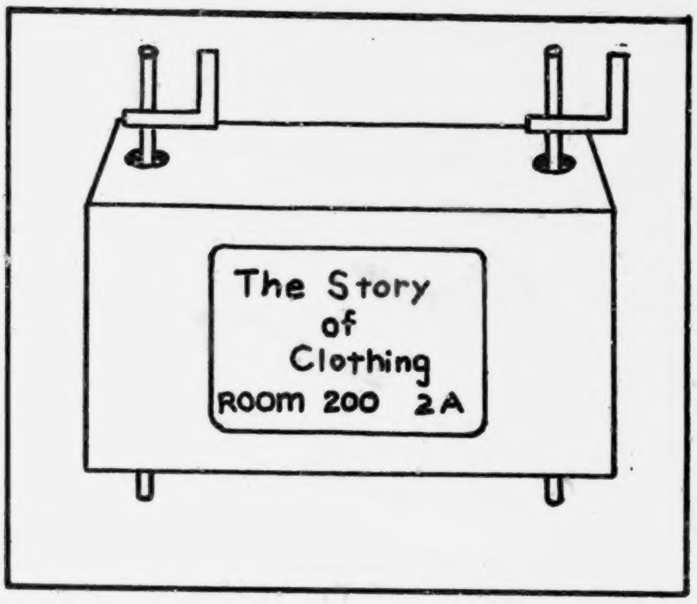
MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

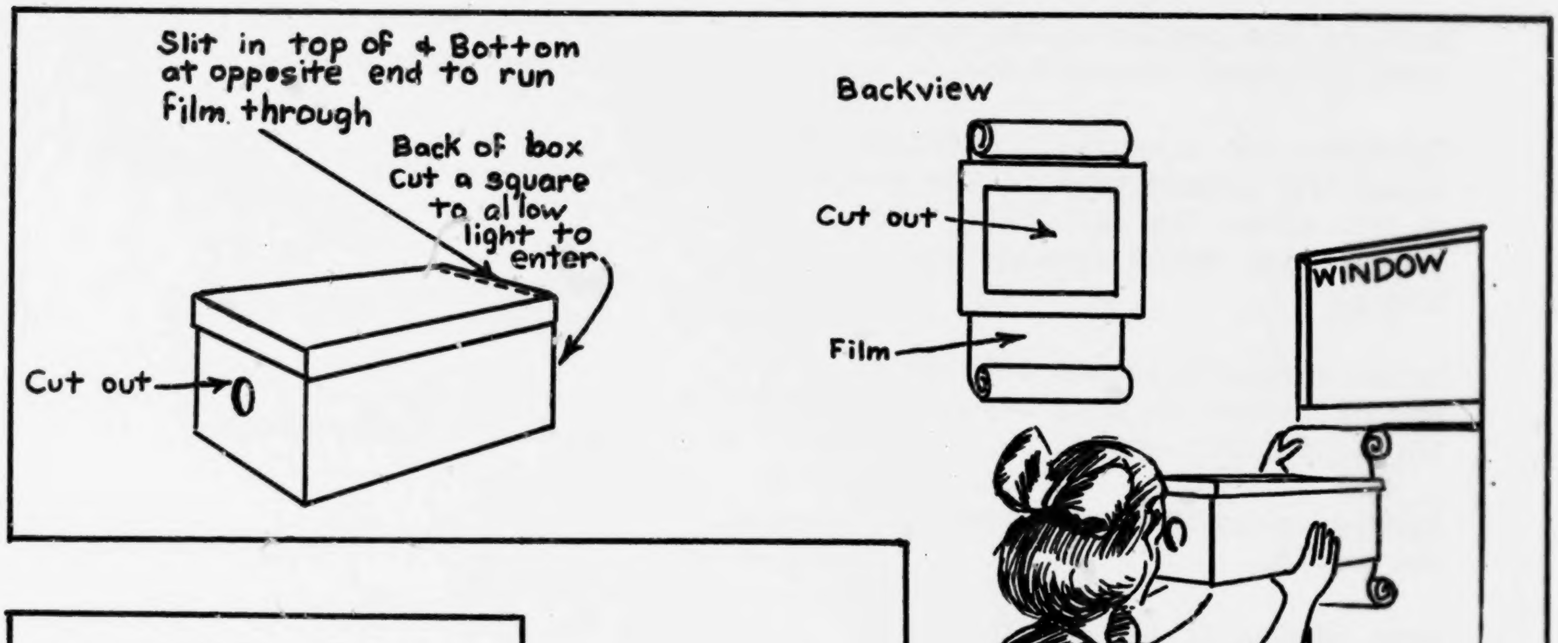
Butler, Roger
Let's Go to an Automobile Factory
Putnam, 1961 (Gr. 6-8)

Chicago Board of Education
Curriculum Guide for the Social Studies
1964 (Gr. 4, Unit III)

Dreany, Joseph
Magic of Rubber
Putnam, 1960 (Gr. 6-8)

TEACHING TECHNIQUES


The Story of Clothing
ROOM 200 2A


Slit in top of & Bottom at opposite end to run film through
Back of box Cut a square to allow light to enter.
Cut out
Backview
Cut out
Film
WINDOW
Hold up to light

GRADE 2

UNIT XII

AN URBAN AREA OVERSEAS--ROME, ITALY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Comparison of Romans with Chicagoans
The pupil should understand that:	
Most of the people of the world live in urban communities.	Citizens Friends and neighbors Children and adults
Cultural and linguistic differences among the communities of the world do not alter the fact that urban communities share similar problems.	B. Types of activity in Rome Work Leisure Education
Urban communities are both alike and different in many ways throughout the world.	C. Ways of living in Rome
Europe is another continent of the world.	Shelter Food Clothing Transportation Communication
Some cities of the world are very, very old.	
The ways in which people live in communities in other parts of the world are affected by their geographic situation, their heritage from the past, and their ideals.	D. Features of interest in Rome Location Climate Beauty Places of interest
Man has basic needs for food, clothing, shelter, and spiritual expression which he meets in different ways.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Comparison of Romans with Chicagoans

Listen as the teacher shares general understandings about the city of Rome.

Observe the pictures the teacher has brought. Note the differences in architectural design. Discuss the many facts one would like to know about these people who live so far away.

Help the teacher make a chart listing the items of interest to learn about: where Rome is, how we travel to Rome, what we would see in Rome, what the people of Rome eat, what kind of clothes they wear, how they travel. Fill in the answers on the chart as they are learned from reading, listening, or discussing.

***View current television programs that concern this city and discuss the points of interest observed.

Observe as the teacher pinpoints Rome on both map and globe and routes the shortest distance by plane and boat between Chicago and Rome, and in review, between San Juan and Rome, São Paulo and Rome, and Los Angeles and Rome.

Listen as the teacher defines the term "urban area" and realize that some other urban communities are not as distant as Rome. In review, write a composition about other cities studies, such as: Los Angeles, Tokyo, San Juan, Sao Paulo, and Detroit. A sample composition follows:

> An urban community contains many people.
> An urban community is in a city.
> People live in urban communities.
> People work and play here.
> There are many buildings here.
> There are stores and parks and schools.
> We live in an urban community.

Write a class lett to BOAC airlines requesting travel information and posters of Rome. Display this material in the classroom by building a bulletin board centering around it. Write appropriate title and captions.

*Take turns locating the two large cities on the globe. With the aid of a globe scale and the teacher, compute the distance between Chicago and Rome.

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*For the academically less able pupil
***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT

Modern means of communication and transportation bring people of the various communities of the world into much closer and greater contact with one another.

Communities of the world exchange goods, ideas, and ways of living.

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

use the map and globe to locate the continents of North America and Europe

become familiar with the name, shape, and general location of Italy in regard to Europe and the equator

note the location of Rome in relation to Chicago and Detroit

review the location of the Atlantic Ocean and its access to the Mediterranean Sea

note the existence of mountains and rivers in Italy

use map key or legend.

Listen as the teacher explains the concept that all world peoples need to get along with one another, regardless of where they live, how they look, and what they do. Share experiences about friends who live out of town or on the farm. Tell about friends who have come to the city from foreign lands.

Draw pictures of acquaintances and write under each picture the city, state, and country they come from. Make a book about these friends. Entitle the book "Friends Around the World."

Collect and bring in newspaper articles and pictures and magazine articles and pictures about the city of Rome and share this material with other members of the class.

Listen as the teacher explains that Rome is a large city in Italy as Chicago is a large city in the mid-western part of North America. Discuss the advantages of living in a large city, such as good transportation, many shopping areas, many schools, many activities, many friends, many places of interest to visit.

Help the teacher make a chart of the advantages of big city or urban area living. Chart the advantages of living in Chicago; chart the advantages of living in Rome; and compare them.

Chicago has—
  many people (illustration)
  different houses (illustration)
  many stores (illustration)
  good schools (illustration)
  fast transportation (illustration)
  ways of communication (illustration)
  variety of climate (illustration)
  interesting places (illustration)

Rome has—
  (Work on the chart day by day as more and more is learned about the advantages of living in Rome.)

Listen as the teacher explains a simple history of the Roman empire and observe the pictures brought in noting buildings, dress, and customs of ancient Rome.

Ask a boy or girl or an entire class in the fourth grade to share the information and materials they may have been studying in a unit on Italy. In return, share interesting materials and facts learned.

Help the teacher plan a team teaching demonstration or an assembly built around the interesting aspects of Rome. Work with the fourth grade.

Take a field trip to the Art Institute of Chicago and view the numerous pictures and statues that once were a part of the Roman culture. Note the type of dress of the ancient Romans and become familiar with the type of architectural design of the "ruins" that have made this city famous.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

CONTENT

In gaining in reading ability, the pupil should:

increase vocabulary through speaking and reading terms and concepts related to Rome

become acquainted with the difference between facts in printed material and opinion expressed orally

read for a specific purpose.

In developing social skills, the pupil should:

assist in setting up goals for group work

share in the responsibility for carrying out group tasks.

Attitudes and Appreciations

The pupil should:

acquire deeper insights into the interdependence of people

exhibit a curiosity about people and places in other countries

respect the pride and patriotism of other people in their own heritage.

Make a word dictionary to be hung on the wall. Include such words as:

Michaelangelo	-- a famous painter and sculptor, and poet
gallery	-- where paintings are shown
monument	-- a statue or building
forum	-- an open, public meeting
catacombs	-- underground rooms where treasures are buried
baroque	-- lacy, carved work in stone, wood, marble
piazza	-- meeting place in front of churches, hotels with fountains in them
fountain	-- a large, beautiful water jet

Listen as the teacher reviews these new words and gives a brief explanation of each one. Write each word in an original sentence.

Draw pictures of the way ancient Roman people dressed: long robes belted at the waist, band on head, sandals on feet. Cut these pictures out and past them on mural paper. Entitle this section of the mural "Ancient Rome." As he becomes acquainted with the "new" Rome, draw, cut, and paste pictures of people dressed in today's attire and extend the mural with the title "Modern Rome." Place ancient Roman structures in background of ancient Rome but correlate modern with old in modern Rome.

B. Types of Activity in Rome

Listen as the teacher tells about the kinds of work that is done in Rome. Compare the work of Rome with that of Chicago, Detroit, or Los Angeles.

Bring in objects that are a part of the Roman culture and a part of the work the people of Rome do. Display these objects on a table and label them.

*Observe pictures and listen as the teacher tells about the things people do for fun and play. Compare these activities with our activities and note how similar the two cities are with reference to recreational activities.

***Write compositions about the things the people of Rome do. Suggested topics would be: "Roman People Like School," "Roman People Work for the Government." Suggested occupations would be: street cleaner, shopkeeper, craftsman, policeman (mounted), postmaster, street vendor, office guide, teacher, lawyer, doctor.

Listen as the teacher reads and observe the pictures in Miroslav Sasek's This Is Rome. Note how the buildings of ancient Rome "work" into the beauty of modern Rome. Discuss the dress and transportation facilities of modern Rome and note similarities to our dress and means of travel.

C. Ways of Living in Rome

View films and filmstrips about Rome and observe the type of housing the people live in. From these films, construct both ancient and modern types of housing out of clay or construction paper and cardboard.

Construct a life-size statue using papier mâché materials. Copy this statue from a picture. Paint it and put it on display.

Take a field trip to the Museum of Science and Industry and view the exhibits that pertain to Roman life and customs.

Invite a friend who is a native of Italy to school. Have questions ready to ask on such subjects as "Do the people of Rome eat the same type of food we eat?" "How do they travel from place to place?" "Do they use the ancient ruins for any activities?"

*Make and share a classroom textbook by writing original stories on the pages of a large flipchart. These stories would include information on the history of Rome; the people of Rome, including their appearance, their food, their methods of travel, their work, and their amusements; and interesting places in Rome, including their churches, statues, and fountains.

Make a bulletin board with drawings made to emphasize the type of architecture that makes Rome such an interesting city to visit. Draw buildings, such as the Pantheon, the Colosseum, statues, columns, the Old Appian Way, the Forum. Label each picture and write two or three sentences of explanation under each drawing.

D. Features of Interest in Rome

View films and filmstrips and observe the many beautiful and traditional places and objects of interest.

Visit the school or public library and ask for books containing information about Rome. Note the various parks and zoos, libraries and theaters. Observe how these are similar in structure to our buildings, parks, and zoos.

RESOURCE MATERIALS

LIBRARY

Dolch, Edward
Stories from Italy
Garrard, 1962 (Gr. 3-8)

FILMS

Ancient Rome
10 min. b&w X-A-110

Rome--City Eternal, 1950
10 min. color X-R-27

Screen News Digest, October, 1960
20 min. b&w X-S-253

What Is A City?
10 min. b&w X-W-77

FILMSTRIPS

Children of Many Lands Series
(2174) b&w
"Italian Children"
E.B.F.

MUSIC

Music Through the Year (Gr. 3)
"Carnival Time" p. 71

MATERIALS FOR REFERENCE OR ADAPTATION BY THE TEACHER

Chicago Board of Education
Curriculum Guide for the Social Studies
1965 (Gr. 6, Unit VIII)

Jarman, Thomas L.
Picture History of Italy
Watts, 1962 (Gr. 7-8)

Sasek, Miroslav
This is Rome
MacMillan, 1960 (Gr. 5-7)

CHECK LIST FOR PLANNING OF A FIELD TRIP

The School-Directed Tour Should:

Be previewed in advance by the teacher, either by using available materials or by actually visiting beforehand the place which the class will see.

Be carefully and cooperatively planned by pupils and teacher.

Have a definite educational purpose using either one major area of class study; or several areas for which there is only a small amount of material to be seen, in order to take maximum advantage of the travel time and carfare (be careful not to attempt more than is practical).

Be taken when the information is needed and interest is at its highest point.

Be arranged well in advance with the museum or other community agency (contact should be made by teacher; visit should never be made without such previous arrangements).

Highlight buildings or places of civic interest in the neighborhood of the community agency to be visited.

Be approved by the principal, with pupils having written permission of parents or guardians.

Be carefully supervised throughout.

Make use of the guide or information service of the community agency when available.

Result in information which may be used to solve present and future problems.

Be followed by classroom evaluation, questions, reports, charts, and discussions.

Develop new interest and lead to further study and research.

Show pupils some of the many educational opportunities of the community.

Lead to further exploration of community resources.

Suggest pleasant and profitable places to spend vacation and other leisure time.

Lead to independent use of museums or other community agencies in later life.

Be established as a regular part of the school curriculum.

Be followed by a letter of appreciation to the agency visited.